DOCUMENT RESUME

ED 238 164 EA 016 262

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TITLE Teacher Quality Assurance Program Manual.
INSTITUTION Houston Independent School District, Tex.
PUB DATE [83]
NOTE 75p.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Classroom Observation Techniques; Elementary Secondary Education; *Professional Development; *Rating Scales; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS *Houston Independent School District TX

ABSTRACT

The Teacher Quality Assurance Program, an integral part of the Houston, Texas, Plan for Excellence, addresses renewal and professional growth opportunities for current staff. The program is administered by a bi- or tri-dimensional assessment team that may consist of the principal, an instructional supervisor, and the associate and/or deputy superintendent. The manual contains a flow chart of the steps of the program, the components of the assessment, and the responsibilities of the team members. These are followed by explanations of ratings for proficiency elements on the classroom observation instrument that include: observed instructional proficiencies, management system and professional characteristics, and student academic growth. Other assessment matters explained in the manual are the growth improvement plan for teachers receiving lower ratings and the professional refinement plan for those receiving higher ratings; summary conference procedures; postassessment outcomes; and how to handle third party input. The appendixes, comprising over half of the document, contain the different instruments and forms, a sample memorandum of record, and a manual for the classroom observation assessment instrument. (MLF)

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Quality Assurance Program Manual

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TEACHER QUALITY ASSURANCE PROGRAM

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FOREWORD

The Teacher Quality Assurance Program was adopted by The HISD Board of Education on October 7, 1982.

During implementation of the Teacher Quality Assurance Program, as with all new programs, various questions on procedures developed. The Area Deputy Superintendents met with Mr. Angle and Dr. McIntire in January, 1983, to discuss questions and concerns. As a result of these meetings, Mr. Angle appointed a committee to consider questions raised by the Area Deputy Superintendents and to make recommendations for the revision of the Teacher Quality Assurance Program.

The Research Department, at the request of the Revision Committee, conducted a survey of teachers who had been assessed during the 1982-83 school year to obtain input about the Teacher Quality Assurance Program. The survey results were an Information Item at the June 30, 1983, Board meeting. The Revision Committee met during the spring and summer of 1983 to discuss revisions.

During the summer of 1983, Dr. Ronald McIntire, Mrs. Martha Wong, and Ms. Irene Kerr attended the consultation meetings with representatives from the Houston Teachers Association, Houston Federation of Teachers, and the Houston Congress of Teachers to receive their suggestions for revisions of the Teacher Quality Assurance Program.

Acknowledgments

The revised Teacher Quality Assurance Program is the product of many hours of dedicated effort. I would like to extend my deepest appreciation to the following people for their advice and assistance.

Carl Apollo, Teacher, Sam Houston Senior High School
Yolanda Ford, Teacher, E.O. Smith Middle School
Willie Gentry, Principal, Worthing Senior High School
Maria Carmen Gonzales, Teacher, Travis Elementary School
Mary Harris, Area II Instructional Supervisor
Juanita Martinez, Principal, Wharton Elementary School
Kenneth Mueller, Area I Deputy Superintendent
Isabella Quoyeser, Area VI Associate Superintendent
Kathryn Stripling, Principal, West University Elementary School
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Dr. Billy R. Reagan
General Superintendent

INTRODUCTION

The Teacher Quality Assurance Program (TQAP), a bi- or tri-dimensional approach to assessment and assistance, is an integral part of the Houston Plan for Excellence which was approved by the Board of Education on July 8, 1982. The Houston Plan for Excellence concept paper addresses the importance of upgrading the quality of education for the students of Houston schools by identifying three areas for action: (1) a reward system for holding and attracting competent personnel, (2) a proficiency based teacher selection process, and (3) renewal and professional growth opportunities for the current staff. The Teacher Quality Assurance Program addresses the third area for action-renewal and professional growth opportunities for the current staff.

Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievements. The purposes of performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions. A system of assessment must be reliable, valid and legal. Further, it should identify areas of strength and weakness, improve communication, and develop priorities for improvement. Assistance to promote professional growth should be provided when necessary. Continual professional growth of all teachers is the goal of the Teacher Quality Assurance Program.

The evaluation of staff is a primary administrative responsibility. The Teacher Quality Assurance Program will be administered by a bi- or tri-dimensional assessment team which may consist of (1) the principal, (2) an instructional supervisor, and (3) the associate and/or deputy superintendent. Principals have the responsibility to supervise and observe all instruction throughout the school year in addition to the administration of the Teacher Quality Assurance Program.

Repeal of Prior Policies and Procedures

The Teacher Quality Assurance Program was adopted by the Board of Education on October 7, 1982, and amended on August 4, 1983. The adoption and amendment supersede all prior policies and procedures on teacher evaluation in effect and will repeal and replace any policies or procedures in conflict.

Application of the Program to Contract Changes

All aspects of the TQAP are to be applied consistently and fairly to all teachers. As set out in the TQAP, it is possible that recommendations may be made by the assessment team that changes in contract status be made; i.e., termination or the return of continuing contract teachers to probationary contract status. When a teacher feels that a procedure of the TQAP has been misapplied to him or her, a grievance may be filed under the Grievance Policy of the District. The content of the assessment, the ratings given, and the growth improvement plan are not grievable under the District's policies. However, unless a procedure provided by the TQAP is maliciously misapplied or in bad faith misapplied or not applied by the assessment team or one of its members, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board changing any teacher's contract status under the terms of the employment contracts and state laws.

TEACHER QUALITY ASSURANCE PROGRAM

Training

Administrators will be trained to (1) understand the scope, nature, and intent of the assessment and assistance program, (2) understand the significant responsibilities of the assessor(s) in the assessment process, (3) understand the need for objectivity as an integral part of the assessment process, and (4) understand how the Quality Assurance Program relates to the *Texas Education Code*, the Teacher's Contract, and the *Code of Ethics and Standard Practices for Texas Educators* adopted by the Teachers' Professional Practices Commission of Texas.

Administrator training will be based upon four expectations.

Expectation 1:
Teacher assessment should promote awareness of the strengths and weaknesses of the teacher and provide for growth and improvement.

Expectation 2:
The use of common vocabulary and criteria help communication between administrator and teacher in the assessment process.

Expectation 3:
The administrators can identify and recognize quality teaching performance.

Expectation 4:
Teachers should not be terminated for poor performance but for failure to improve.

Teacher orientation on the elements of the *Teacher Quality Assurance Program* will be conducted by the building principal or his/her designee. The orientation will cover the *Teacher Quality Assurance Program* and the *Teacher Manual for Classroom Assessment Instrument* (Appendix I).

FLOW CHART OF THE STEPS IN THE TEACHER QUALITY ASSURANCE PROGRAM

1.	TRI-DIMENSIONAL TEAM DETERMINES WHO WILL BE ASSESSED AND WHO WILL BE THE ASSESSORS.	By September 15
2.	PRINCIPAL NOTIFIES TEACHERS/PEER GROUP* AND AREA OFFICE OF TEACHERS WHO ARE TO BE ASSESSED AS DETERMINED BY THE TRI-DIMENSIONAL TEAM. DEPUTY SUPERINTENDENT APPROVES THE ASSESSEE/ASSESSOR LIST.	By September 15
3.	PRINCIPAL ORIENTS TEACHERS ON FRAMEWORKS AND TQAP	By September 15
4.	PRE-ASSESSMENT PHASE TRI-/BI-DIMENSIONAL TEAM CONDUCTS CLASSROOM OBSERVATIONS AND CONFERENCE FOR EACH ASSESSEE TEACHER/ASSESSORS SIGN CLASSROOM OBSERVATION RECORD	By November 15
5.	TRI-/BI—DIMENSIONAL TEAM MEETS TO COMPLETE SUMMARY ASSESSMENT REPORT, JUSTIFICATION FORM AND GROWTH PLAN (IF INDICATED) FOR EACH ASSESSEE	By November 15
6.	TRI-/BI-DIMENSIONAL TEAM CONDUCTS A SUMMARY CONFERENCE WITH EACH TEACHER/PEER GROUP MEMBER* SIGN SUMMARY PRE-ASSESSMENT REPORT PRINCIPAL SENDS REPORTS TO THE APPROPRIATE PEOPLE	By November 15
	REPEAT STEPS 4-6 FOR POST-ASSESSMENT PHASE	By February 15 or May 15
7.	PRINCIPAL DISTRIBUTES SUMMARY POST-ASSESSMENT REPORT TO EACH PERSON INVOLVED, AND THE AREA SUPERINTENDENT FORWARDS THE ORIGINAL REPORT TO THE PERSONNEL RECORDS OFFICE	By February 15 or May 15

*PEER GROUP: Employees on Pay Grade 7 and 8

TIMELINES FOR ASSESSMENTS

ASSESSORS	BY NOVEMBER 15 PRE	BY FEBRUARY 15 POST	BY MAY15 OR POST
Principals	. Probationary Teachers (first, second and third-year) . Teachers new to the building . Teachers on a growth plan . Teachers who need to be assessed out of sequence . One-third continuing contract teachers	. Third-year probationary teachers . Teachers on a growth plan	. All teachers who were pre-assessed by November 15 but not post-assessed by February 15

Assistant Principals may assess continuing contract teachers or teachers new to the building as determined by the tri-dimensional team but only as a member of a bi-dimensional team.

	PRE	POST	OR POST
Instructional Supervisors	. Probationary teachers (first, second and third-year) . Teachers new to the building . Teachers on a growth plan . Teachers who need to be assessed out of sequence . One-third of the continuing contract teachers	. Third-year probationary teachers . Teachers on a growth plan	. All teachers who were assessed by November 15 but not post-assessed by February 15

	PRE	POST	OR POST
Associate Superintendents	. First-year probationary teachers . Teachers on a growth plan . Teachers who need to be assessed as determined by the tri-dimensional team	. Teachers on a growth plan	. All teachers who were assessed by November 15 but not post-assessed by February 15

The Deputy Superintendent becomes a part of the assessment process when recommended by the bi-/tri-dimensional team.

Components of the Assessment

1. ***Observation of the instructional proficiencies.*** A minimum of three 30-minute classroom observations will be conducted by the assessment team to measure adherence to the three instructional frameworks.

2. ***The teacher management system*** which will measure adherence to standards will be rated by the assessment team.

3. ***Student performance*** on districtwide tests will be rated by the assessment team when data are available and appropriate.

4. ***Functional academic skills and content area proficiencies*** will be measured by the Educational Testing Services Pre-Professional Skills Test (PPST), or the Houston Independent School District Functional Academic Skills Test (FAST); and the HISD Content Area Test.

Assessors: Personnel Who Conduct the TQAP

Tri-dimensional teams will be composed of the building principal, an instructional supervisor, and an associate superintendent. A deputy superintendent may become a part of the team when requested by the tri-dimensional team. Each assessor is to make a minimum of one observation.

Bi-dimensional teams will be composed of the principal or assistant principal and an instructional supervisor or associate superintendent. The principal or assistant principal is to make a minimum of two observations. The instructional supervisor or associate superintendent is to make a minimum of one observation.

Responsibilities of the Bi-/Tri-Dimensional Team Members

Principal

1. Coordinate the assessment and assistance process.

2. Maintain records at the building level of teachers assessed.

3. At the beginning of each school year, determine with the associate superintendent and instructional supervisor a list of teachers and other professional staff members who are to be assessed for the next three school years; submit the list to the deputy superintendent by September 15; determine the assessor or assessment team (bi or tri). This list will be updated each year.

4. Notify all teachers who are to be assessed on the "Notification of Assessment" memorandum (Appendix F) by September 15.

5. Conduct a minimum of one 30-minute observation of each teacher who is to be assessed by the principal on a tri-dimensional team. Conduct a minimum of two 30-minute observations of each teacher who is to be assessed by the principal on a bi-dimensional team.

6. Conduct a post-observation conference within a 5-school day period. During this conference, the principal and the teacher review the observation lesson so that the principal can obtain additional pertinent information (about the lesson itself or any teaching methods used which he/she did not observe) to rate the teacher *after* the conference.

7. Submit the Classroom Observation Instrument to the teacher for her/his signature after the observation conference.

8. Obtain signed Classroom Observation Instruments from the teacher and distribute the copies: teacher — pink copy; instructional supervisor — white copy; associate superintendent — goldenrod copy; principal — yellow copy.

9. Coordinate teacher observations and conferences conducted by the Instructional Supervisors and Associate/Deputy Superintendents.

10. Set and coordinate a meeting of the assessment team to determine final ratings on the Summary Assessment Record, the Management and Professional Characteristics Instrument, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

11. Set and coordinate a Summary Conference with the teacher and assessment team.

12. Write the Summary Comments on the Summary Assessment Record or the Memorandum of Record of the Summary Conference (Appendix H) for teachers on a Growth Improvement Plan.

13. Coordinate the monitoring of the Growth Improvement Plan.

14. Distribute copies of the Summary Assessment Record.

    White — Area Deputy Superintendent who forwards the Post-Assessment Report to the Personnel Services Office
    Pink — Teacher
    Yellow — School Files
    Goldenrod — Associate Superintendent

Instructional Supervisor

1. Assist the principal in determining a list of teachers and professional staff members to be assessed for the next three school years.

2. Conduct a minimum of one 30-minute observation of each teacher who is to be assessed. The instructional supervisor may observe alone.

3. Conduct and invite the principal to the post-observation conference with the teacher when the principal did not observe the teacher. The principal is not required to attend the conference.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit the Instrument to the Principal. The principal obtains the teacher's signature and distributes copies: teacher — pink; instructional supervisor — white; associate superintendent — goldenrod; principal — yellow.

5. Attend the team meeting to determine ratings on the Summary Assessment Record, the Management and Professional Characteristics Instrument, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

6. Attend the Summary Conference if necessary.

7. Assist in monitoring the Growth Plan if assigned.

Associate Superintendent

1. Assist the principal in determining a list of teachers and professional staff members to be assessed for the next three years.

2. Conduct a minimum of one 30-minute classroom observation of each teacher as previously determined by the tri-dimensional team and as requested by the bi-dimensional team (principal and instructional supervisor). The associate superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference. The principal is not required to attend.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit to the principal. The principal obtains the teacher's signature and distributes copies: teacher — pink; instructional supervisor — white; associate superintendent — goldenrod; principal — yellow.

5. Review with the Deputy Superintendent all teachers the Associate Superintendent has observed.

6. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan or Professional Refinement Plan of Teachers observed.

7. Attend only the Summary Conferences of teachers observed.

8. Monitor the Growth Improvement Plan if indicated on the plan.

Deputy Superintendent

1. Approve the list of teachers to be assessed and assessment teams as determined by the tri-dimensional team.

2. Conduct one 30-minute classroom observation of each teacher (elementary, middle school, and high school) as requested by the tri-dimensional team (principal, instructional supervisor and associate superintendent). The deputy superintendent may observe alone.

3. Conduct and invite the principal to the post-observation conference.

4. After the conference, mark the official ratings on the Classroom Observation Instrument and submit to the principal. The principal will obtain the teacher's signature and distribute copies: teacher — pink; instructional supervisor — white; deputy superintendent — goldenrod; principal — yellow.

5. Meet with the assessment team to complete the Summary Assessment Record, the Management and Professional Characteristics Instrument, the Justification Form, and the Growth Improvement Plan on teachers observed.

6. Attend the Summary Conferences of teachers observed.

7. Review with the associate superintendent all teachers the associates have observed to determine if the Deputy needs to become involved in the assessment.

Assessees: Personnel To Be Assessed

The tri-dimensional team will review all teachers/peer group members who are assigned to the campus, including itinerant teachers, to determine who will be assessed for the school year. The tri-dimensional team is to list each staff member assigned to the building with his/her last assessment date. From the list, the team determines a three-year projection and/or update of assessment schedules. This three-year assessment schedule projection is to be sent to the Area Office. The team also determines the assessor(s) for the present school year's assessments. The following guidelines are to be used to determine the assessees and assessors. The deputy superintendent becomes a part of the assessment team when requested by the tri-dimensional team.

GROUP	ASSESSORS
1. All probationary teachers are to be assessed for three years until a continuing contract is granted.	
a. First-year teachers	Principal; Instructional Supervisor; Associate Superintendent
b. All other probationary teachers (second, third, fourth-year teachers and those returned to probationary status)	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent*
2. Teachers on a Growth Improvement Plan from previous school year	Principal; Instructional Supervisor; Associate Superintendent
3. All continuing contract teachers new to the building (transfers)	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent
4. One-third of the continuing contract teachers	Principal or Assistant Principal**; Instructional Supervisor; when necessary, Associate Superintendent
5. Teachers whose performances indicate a need for assessment in the judgment of a team member. Such assessment must be a consensus decision by all team members. Such assessments may be initiated at any time during the school year.	Principal Instructional Supervisor; and Associate/Deputy Superintendent*

* Associate/deputy superintendent is involved if a deficiency that would require a Growth Improvement Plan is identified by the other team members or if the associate/deputy superintendent wishes to be involved.

** The assistant principal may assess teachers as designated by the tri-dimensional team in the review process; however, if a problem or deficiency is identified, the principal must become a part of the assessment team. The assistant principal may be designated by the principal to monitor the Growth Improvement Plan.

Assessment Instrument

Summary Assessment Record (Appendix A)

Section I contains basic information on the assessee: Name, Social Security number, grade assignment, campus, years in education, years at the present campus, and names of the assessors.

Section II contains the identified proficiences, the ratings for each proficiency, and summary comments by the teacher and the assessors.

Section III contains signatures of the Principal/Deputy Superintendent, and the teacher/peer group member and dates.

The major purpose of the Summary Assessment Record is to record the ratings of the eleven proficiencies, the dates of proficiency certification on functional academic skills and content area skills, student performance, and an overall rating for the teacher. On the Summary Pre-*and* Post-Assessment, a rating below a "3" on any *one* of the eleven proficiencies on the Summary Assessment Record will prevent a teacher from being eligible for Second Mile Stipends. The teacher is required to sign the Summary Assessment Record, but such signature does not imply agreement with its content. The principal is responsible for sending the original (white copy) to the Area Deputy Superintendent who must forward it to the Personnel Services Office and other copies to proper persons.

Classroom Observation Instrument (Appendix B)

Basic information of the assessee is at the top of the form. The remaining part contains the instructional proficiencies, elements of the proficiencies, and ratings for each element. The instructional proficiencies are

a. Effectively uses instructional time
b. Motivates students successfully
c. Increases productive student behavior
d. Demonstrates proficiency in subject area and written/oral language

The Classroom Observation Instrument is to be used by the assessors for the three required formal classroom observations. It may also be used for informal classroom observations of teachers in the assessment cycle or informal classroom visits to any teacher's room by the principal, instructional supervisor, or associate superintendent.

Management and Professional Characteristics Instrument (Appendix C)

Basic information about the assessee is at the top of the form. The remaining part contains the management requirements and professional characteristics.

a. Demonstrates adherence to established timelines and procedures
b. Conducts student assessment
c. Encourages parent involvement
d. Demonstrates positive interpersonal relationships with staff and students
e. Creates appropriate learning environment
f. Student academic growth
g. Comments

The Management and Professional Characteristics Instrument, consisting of two pages, is to be used by the assessment team to rate the management requirements, professional characteristics, and student academic achievement.

Student Academic Growth ratings will be determined by the bi-/tri-dimensional team after an evaluation of test results of the teacher's class. Such tests include

1. Iowa Test of Basic Skills/Tests of Achievement and Proficiency
2. HISD High School Proficiency Tests
3. Houston Minimum Competency Test
4. Language Assessment Scales (Optional).

The principal will be responsible for gathering the most recent ITBS composite scores of the teacher's class, and a copy of the school's corresponding year accreditation achievement objective. The bi-/tri-dimensional team will analyze the teacher's class scores in relationship to the school's accreditation achievement objective to determine the teacher's rating. If the teacher's class scores exceed the school's accreditation achievement objective, the teacher is rated a "4." If the teacher's class scores meet the school's accreditation achievement objective, the teacher is rated a "3." If the teacher's class scores fall below the school's accreditation objective, the teacher is rated a "2." If the teacher's class scores continuously fall below the school's accreditation objective (for a two-year period), the teacher is rated a "1."

The following variables will allow an exception in determining the teacher's rating on student academic growth: the number of students in the class, the number of LEP and Special Education (L.D., mainstreamed, speech, etc.) students, the homogeneity of the class; the academic level of the students; and the mobility rate of students.

For departmentalized teachers, only those ITBS composite class scores of students taught will be analyzed. The level of students' abilities will be considered when determining student growth.

Reading and math teachers of grades 6-8 will also be rated based on ITBS scores of students in their classes.

Reading teachers of grades 10 and 11 will be rated based on the Language Arts scores of the Tests of Achievement and Proficiency.

Basic reading and basic math teachers of grades 9, 10, 11 and 12 will be rated based on the Houston Minimum Competency Test.

A means of rating other secondary teachers on promoting student growth is being devised, based on departmental examinations.

Teachers who are not directly involved in academic teaching will be rated on other measures of student growth or progress. The standards for such measurements are in the planning process.

Functional Academic Skills and Content Area Proficiency Certification

All professional, certified employees are required to meet functional academic skills and content area proficiency certification. Employees may meet functional academic skills proficiency by taking the Educational Testing Service Pre-Professional Skills Test (PPST), or the HISD Functional Academic Skills Test (FAST) and scoring above the cut-off scores. The cut-off scores on the PPST are 178 for reading, 172 for writing, and 174 for mathematics. Cut-off scores for the HISD FAST will be determined by November, 1983.

In addition,all teachers are required to meet content area proficiency on the HISD Content Area Test. Cut-off scores will be determined by the HISD Research and Evaluation Department through a jury system method.

Teachers/peer group members must meet proficiency certification requirements within a two-year period beginning with the 1983-84 school year. New teachers will have two years to complete proficiency certification requirements from the beginning date of their employment. Those who do not meet proficiency certification requirements within the two-year period will have their salaries frozen. Those not meeting proficiency certification will *not* be eligible for Second Mile Stipends (see Second Mile Stipend Booklet).

Explanations of the Ratings

Before observing a teacher, each assessor will be trained in the Teaching Frameworks (time effectiveness, student motivation, and productive student behavior).

Assessors will be familiar with the teachers' assessment instrument, including all its descriptive indicators which explain the ratings of "1," "2," "3," and "4." Descriptive indicators are on the chart "Explanation of Ratings for Proficiency Elements on the Classroom Observation Instrument, Management/Professional Characteristics/Student Performance."

The rating explanations begin on page 12. N/A (not appropriate) is to be marked when the behavior was not appropriate for the teacher to use. For example, if the students are all behaving properly, the teacher should not use a negative reinforcement. If the students are attentive and giving appropriate responses to the teacher, the teacher does not try to raise the "level of concern." N/O (not observed) is to be marked when the observer did not see the behavior, For example, the observer may have entered the classroom after the teacher began the lesson, so the observer did not see the teacher use "focus." Therefore, N/O should be marked for "focus."

After observing and conferring with the teacher, the assessor will mark the classroom observation instrument. These are the initial ratings. After all three assessors have observed and rated the teacher, they will meet to discuss their observations of the teacher's performances.

Since they may have observed a wide variety of teaching techniques, their ratings may differ.

The three assessors should *not necessarily* average their initial ratings when the numbers differ. Using their professional judgment, the assessors should reach a consensus on a fair rating for each of the five major categories of the Instructional Proficiencies on the Summary Assessment Record. Assessors should note that any initial rating of a "1" or "2" may influence the summary rating to be a "1" or a"2."

Using materials (grade book, lesson plans, etc.) and the explanations of the proficiency elements, the assessors will rate the elements of the Management System/Professional Characteristics Proficiencies. The ratings of the elements are to be used to determine the ratings of the proficiencies under Management System/Professional Characteristics. The element ratings are not necessarily averaged to rate the proficiency. A rating of a "1" or a "2" on an element may influence the Summary Proficiency Rating to be a "1" or a "2." The Summary Proficiency Ratings should be arrived at by consensus.

EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Exemplary actions demonstrate high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent Performance	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

EXPLANATIONS OF RATINGS FOR PROFICIENCY ELEMENTS ON THE CLASSROOM OBSERVATION INSTRUMENT, MANAGEMENT/PROFESSIONAL CHARACTERISTICS/STUDENT PERFORMANCE

I. OBSERVED INSTRUCTIONAL PROFICIENCIES

A. USES INSTRUCTIONAL TIME EFFECTIVELY*

	1	2	3	4
1. FOLLOWS LESSON BASED ON HISD CURRICULUM AND OBJECTIVES	Does not follow lesson plans based on HISD curriculum and objectives; students' work does not reflect stated plans	Follows lesson plans based on HISD curriculum most of the time	Follows lesson plans based on HISD curriculum daily; marks completed items on plans so that anyone can tell what has been taught; students' work reflects plans as written	Follows lesson plans based on HISD curriculum daily; plans reflect students' needs; paces instruction to meet students' needs and curriculum objectives, as shown in plans
2. FOCUSES STUDENTS' ATTENTION	Does not attempt to focus (engage) students' attention at the beginning of the lesson; prefaces lesson with insufficient focusing remarks; misjudges students' needs for focusing	Attempts to focus students' attention, but remarks are trite and unrelated to the lesson's objective	Focuses students' attention effectively; relates remarks to lesson's objective	Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps students' interest levels high
3. COMMUNICATES OBJECTIVE, PURPOSE	Does not state objective and purpose; is unable to justify instructional input to students	Is vague in stating objective and/or purpose; appears to be unsure of lesson's objective and purpose him/herself	States a definite objective and a purpose for the instruction; relates objective and purpose to instructional input	States a clearly achievable objective and reasonable purpose for the instruction; clearly and convincingly relates both to instructional input
4. RELATES ALL INFORMATION TO OBJECTIVES	Does not relate instructional input of the lesson to the objective/s	Gives some instruction related to objective/s; occasionally confuses students by giving too much instructional input (data, facts); sometimes confuses students by giving input irrelevant to objective	Gives sufficient instructional input for students to achieve the objective of the lesson	Gives concise, interesting instructional input that clearly aids students in the achievement of the objective; relates input to specific and overall educational objectives

*Shirley A. Johnson, *Assessing the Effects of Instructional Supervision Training on Principals*, unpublished doctoral dissertation, University of Houston, 1982.

5. USES MODELING	Does not use models to illustrate the lesson; uses incorrect modeling or incomplete modeling	Uses insufficient modeling; uses irrelevant examples unrelated to the lesson; does not clearly relate modeling to overall objective/s of the lesson	Uses good modeling techniques to help students understand and imitate correct learning behaviors; clearly relates modeling to overall objective of the instruction	Uses effective, interesting modeling designed to help students achieve the objective/s of the instruction; clearly relates modeling to overall objective
6. MONITORS STUDENTS' COMPREHENSION AND ADJUSTS METHODS BEFORE INTRODUCING NEW MATERIAL	Does not monitor students' comprehension; does not adjust input before starting new material	Uses ineffective techniques for monitoring and adjusting	Uses sufficient monitoring; adjusts plans and methods to meet students' need	Varies monitoring strategies; is aware of individual student's needs and adjusts methods and plans whenever necessary
7. GUIDED PRACTICE	Does not provide guided practice or allows little time for practice; is unavailable to students	Provides guided practice which is not clearly related to the objective; attempts guided practice	Provides guided practice that clearly aids students to achieve the objective	Provides students with unique, effective practice so that they achieve the objective
B. MOTIVATES STUDENTS SUCCESSFULLY*	1	2	3	4
1. RELATES LEARNING ACTIVITIES TO STUDENTS' INTERESTS	Relates few activities to students' interests	Relates some activities to students' interests; stimulates some students	Designs activities related to the interests of most students	Designs activities that reflect students' interests; uses individuals' interests in activities
2. OFFERS VARIED LEARNING ACTIVITIES	Uses the same activities each day	Varies some activities over a period of several months	Provides several different types of activities that engage the majority of students	Uses a wide variety of activities; maintains high student interest level
3. MAKES INVOLVEMENT PART OF LEARNING	Involves only a few students; the majority of the students are passive or involved in other tasks	Involves some of the students; others are passive or doing work unrelated to the lesson	Involves a majority of students in the activity	Involves all students in the learning activity; students appear eager to continue
4. INCREASES OR DECREASES LEVEL OF CONCERN	Makes no attempt to alter level of concern when needed, or uses incorrect level of concern	Drastically alters level of concern, or does not adjust level of concern as needed	Adjusts level of concern so that students work hard without being frustrated	Adjusts levels of concern to meet students' needs
5. USES PLEASANT FEELING TONE	Fails to adjust feeling tone to situation, or uses neutral tone	Uses pleasant tone inappropriately; overuses negative tones; lacks commitment, excitement	Adjusts pleasant and negative tones appropriately	Blends effective feeling tones for a productive, positive atmosphere

*Johnson, doctoral dissertation

6. PROVIDES KNOWLEDGE OF RESULTS	Provides students with little or no feedback; provides harsh criticism or meaningless feedback	Provides general feedback that is not specific enough	Provides specific feedback; provides constructive criticism	Provides immediate and consistent feedback; provides constructive criticism that motivates students to try harder
7. SETS TASKS FOR STUDENTS' SUCCESS	Does not plan tasks so that students can succeed	Provides some activities that are too hard; or provides activities to easy	Builds elements of success in questions and activities	Expects students to complete activities successfully; designs all tasks for students' success
8. SETS TASKS AT CORRECT LEVEL OF DIFFICULTY	Is unaware when assignments are too difficult; does not subdivide tasks	Notices when assignments are too difficult; does not subdivide tasks	Recognizes when assignments are too difficult; subdivides them into smaller tasks	Plans assignments so that tasks are subdivided into sequenced subtasks as needed for skill development
9. SUPPLIES PROMPTS	Does not recognize when students need prompts; does supply prompts	Recognizes when students need prompts but does not supply the the correct prompts for students' success	Supplies correct prompts so that students can complete work successfully	Immediately recognizes when students need assistance and supplies the proper prompts to students' answers, helping them to succeed
C. INCREASES PRODUCTIVE STUDENT BEHAVIOR*	1	2	3	4
1. PRAISES STUDENTS FOR APPROPRIATE BEHAVIOR	Does not use reinforcement	Uses general reinforcers; chooses an inappropriate reinforcer for the group/student	Varies reinforcers used within the lesson	Determines appropriate reinforcer for each student
2. INFORMS STUDENTS OF PROGRESS	Seems insincere; praises poor work, or does not praise good work	Reinforces difficult tasks only, or provides insufficient reinforcement	Recognizes progress even through work is imperfect; gives sufficient reinforcement	Provides effective, positive reinforcement for productive behavior; makes sure all students understand their own progress
3. VARIES PRAISE WORDS	Uses no praise words	Uses the same praise word throughout the lesson	Uses several different praise words	Uses many different praise words and behaviors; uses varied, appropriate methods of praise
4. REINFORCES NEGATIVELY INAPPROPRIATE BEHAVIORS	Confuses negative reinforcements with punishment; positively reinforces inappropriate behaviors	Does not identify unacceptable behavior; overuses or underuses negative reinforcement	Identifies unacceptable behavior; explains proper behavior; uses negative reinforcement at right times	Provides effective balance of negative reinforcers for inappropriate behavior with clearly stated behavioral

*Johnson, doctoral dissertation

5. FOLLOWS NEGATIVE WITH POSITIVE REIN-FORCERS	Never follows negative reinforcers with positive reinforcers	Sometimes follows negative reinforcers with positive reinforcers	Uses a positive reinforcer soon after a negative reinforcer	Uses a positive reinforcer soon after a negative reinforcer so that students' inappropriate behaviors change to productive behaviors
6. IGNORES ATTENTION-GETTING BEHAVIOR	Does not attempt extinction; pays attention to the smallest distractions	Attempts extinction but uses facial expressions that contradict extinction	Uses extinction techniques adequately	Makes no visible or audible response to attention-getting behavior; is successful in use of extinction
7 IS SPECIFIC WHEN REIN-FORCING A BEHAVIOR	Reinforces in general terms so that students are unaware of expected behaviors	Seldom mentions the specific desired behavior; reinforces in general terms	Often clearly reinforces the desired behavior, using specific language and/or cues	Always mentions the specific behavior being reinforced; uses specific language and/or cues effectively
8. USES APPRO-PRIATE REINFORCE-MENT SCHEDULE	Does not use an appropriate reinforcement schedule	Provides schedule for one kind of reinforcer only	Provides adequate schedule for reinforcing and maintaining new behaviors	Provides effective schedule for reinforcing and maintaining new behaviors
D. DEMONSTRATES PROFICIENCY IN SUBJECT AREA				
	1	2	3	4
1. DEMON-STRATES SOUND KNOWLEDGE OF SUBJECT AREA IN LESSONS	Uses limited knowledge of subject; causes students to become confused	Uses limited knowledge of subject in lessons	Helps students to acquire basic knowledge in subject area	Clearly articulates information so that students learn subject matter effectively
2. RESPONDS KNOWLEDGE-ABLY TO STUDENTS' QUESTIONS ON SUBJECT	Cannot answer students' questions on basic fact or concepts	Frequently cannot answer students' questions on basic facts or concepts	Responds knowledgeably to students' questions; admits any lack of knowledge and remedies it	Responds with depth of knowledge to questions; answers lead to enhanced learning
E. DEMONSTRATES PROFICIENCIES IN ORAL/WRITTEN LANGUAGE				
	1	2	3	4
1. PRONOUNCES WORDS CORRECTLY	Pronounces words poorly, causing students to become confused	Pronounces words indistinctly; occasionally pronounces words incorrectly	Pronounces words correctly	Pronounces words distinctly, carefully, and correctly
2. USES GRAMMATI—CALLY CORRECT ENGLISH	Speaks English at substandard level so that others cannot understand communications and became confused	Frequently makes errors in spoken English	Uses standard, correct grammar in spoken English	Communicates effectively and persuasively so that others understand and respond favorably

*Pertinent data determined at the building

3. USES RULES OF SPELLING, PUNCTUATION AND GRAMMAR IN ALL WRITTEN MATERIALS; WRITES LEGIBLY	Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	Writes competently; seldom makes errors in spelling, punctuation, and/or grammar; consistently writes legibly	Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly

II. MANAGEMENT SYSTEM AND PROFESSIONAL CHARACTERISTICS

A. DEMONSTRATES ADHERENCE TO ESTABLISHED TIMELINES AND PROCEDURES

	1	2	3	4
1. RECORDS DAILY ATTENDANCE AND SENDS TO OFFICE	Attendance often not recorded and must be called for from the office	Attendance haphazardly recorded and not always submitted on time	Daily attendance correctly submitted and sent in on time	Attendance always correct and submitted on time
2. MAINTAINS ACCURATE GRADE BOOK WITH NAMES AND PERTINENT DATA	Maintains a messy, inaccurate grade book; much pertinent data* is missing	Maintains a grade book with names present but data is messy; some pertinent data* missing	Maintains a grade book with names present, data neat, and pertinent data* recorded	Maintains a grade book with names present, data neatly and completely written, extra data also recorded
3. USES STANDARD ENGLISH AND PROPER PUNCTUATION IN ALL WRITTEN COMMUNICATIONS	Writes communications (memoranda, notes to parents, etc.) which are verbose, incomplete or unclear; writes so that others are confused	Writes communications (memoranda, notes to parents, etc.) in disorganized manner resulting in questions for clarifications; requires improvement in grammar and standard English usage	Writes communications (memoranda, notes to parents, etc.) clearly; uses proper grammar and standard English	Writes communications (memoranda, notes to parents, etc.) effectively and clearly; uses proper grammar and standard English
4. COMPLETES REPORTS OF GRADES ACCURATELY AND ON TIME	Files inaccurate and/or incomplete reports a majority of the time; usually files grade reports late	Frequently files inaccurate and/or incomplete reports; frequently files grade reports late	Consistently files accurate, complete reports on time	Files accurate, complete reports on time or in advance of timelines
5. COMPLETES LESSON PLANS ON TIME; FOLLOWS DISTRICT CURRICULUM IN LESSON PLANS	Rarely completes lesson plans on time; rarely follows HISD curriculum	Inconsistently completes lesson plans on time; inconsistently follows HISD curriculum	Consistently completes adequate lesson plans on time; follows HISD curriculum	Completes lesson plans on time; follows HISD curriculum in a creative manner

*Pertinent data determined at the building

6. FOLLOWS BUILDING PROCEDURES FOR USE OF TEXT MATERIALS, AUDIO-VISUAL EQUIPMENT, ETC.	Loses or damages materials; rarely handles materials according to building procedures	Inconsistently handles materials according to building procedures	Consistently handles all materials according building procedures	Handles all materials according to building procedures and maintains materials carefully
7. COMPLIES WITH BUILDING RULES, REGULATIONS AND DIRECTIVES	Rarely follows rules and continues to break rules after being corrected	Inconsistently follows rules; or does not comply with rules unless specifically instructed	Consistently follows rules	Follows rules and helps set standards through positive examples
8. FOLLOWS DISTRICT POLICIES AND PROCEDURES	Rarely follows policies and procedures even after being corrected	Inconsistently follows policies/ procedures and must be reminded to follow them	Consistently follows policies and procedures	Follows policies and procedures and sets standards through example
9. MEETS HISD ATTENDANCE POLICY	Abuses policy by excessive absences	Requires improvement in attendance; sometimes abuses policy by unnecessary absences	Meets HISD attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance
B. APPROPRIATELY CONDUCTS STUDENT ASSESSMENT				
	1	2	3	4
1. FOLLOWS RULES FOR TEST ADMINISTRATION	Must readminister tests due to poor administration	Follows most testing rules but causes some problems by not adhering to all rules	Follows testing rules as specified	Knows and follows testing rules; plans instruction based on test results
2. DESIGNS TESTS TO MEASURE WHAT IS TAUGHT	Does not design tests to measure material covered	Measures material covered plus other topics not covered	Designs tests that reflect subject and skills taught	Designs tests that reflect subjects and skills taught; revises tests as necessary
3. ADMINISTERS TESTS FREQUENTLY ENOUGH	Administers insufficient number of tests per semester	Administers tests infrequently; does not assess students' progress often enough	Administers tests often enough to reflect students' progress	Administers tests often enough to record students' progress and project students' needs
4. WRITES TESTS CLEARLY	Writes tests poorly so that students ask questions about test items or procedures	Writes tests so that students question several items and procedures	Writes tests so that students can understand items and procedures with brief oral instructions and/or clarifications	Writes tests so that students can take any test with few oral instructions and only minor clarifications

5. REFERS STUDENTS FOR APPROPRIATE ALTERNATIVE EDUCATION PROGRAMS	Refers no students	Refers few students forms are not complete	Appropriately refers students; all forms are complete	Refers students appropriately; completes forms accurately; demonstrates continued interest in referred students by following up with involved personnel
6. REQUIRES OPTIMUM PERFORMANCE FROM EACH STUDENT, INDICATED BY STUDENTS' WORK	Requires low quality of work from students; majority of students' work is messy, unfinished and of poor quality	Requires inconsistent quality of work from students; some students' work is of good quality; some does not meet standards	Requires good quality of work from students; students' work is of good quality and follows HISD format	Requires high quality of work from students; each student's work is of excellent quality for that student; overall class work is superior and follows district format
7. FOLLOWS HISD CURRICULUM AS INDICATED BY STUDENTS' PRODUCTS	Does not follow HISD curriculum guidelines as indicated in assignments; few students' products reflect curriculum guidelines	Follows some HISD curriculum guidelines; some students' products reflect curriculum guidelines	Follows HISD curriculum guidelines; students' products reflect curriculum guidelines	Follows HISD curriculum guidelines; students' products consistently reflect curriculum guidelines and timelines; products are of excellent quality
C. ENCOURAGES PARENT INVOLVEMENT				
	1	2	3	4
1. HANDLES CONTACTS WITH PARENTS IN A MANNER CONSISTENT WITH DISTRICT POLICIES	Handles contacts with parents in ways that frequently conflict with district policies so that parents register complaints	Handles contacts with parents in ways that occasionally cause conflicts or problems	Consistently handles contacts with parents following district policies	Handles contacts with parents in a manner that reflects well on the district
2. MAINTAINS CONFIDENTIALITY ABOUT PUPILS AND THEIR FAMILIES	Misuses information so that others are harmed	Gives information to inappropriate persons	Handles information according to policies and procedures	Handles information in a discreet manner, with proper authorities, so that no one is harmed
3. MEETS WITH PARENTS FOR FAIL-SAFE AND OTHER CONFERENCES	Does not schedule conferences or meet with parents unless forced to by the principal	Sets meeting dates but fails to meet with parents	Meets with parents when required	Contacts and meets with parents at own initiative
D. DEMONSTRATES POSITIVE INTERPERSONAL RELATIONSHIPS WITH STAFF AND STUDENTS				
	1	2	3	4
1. COOPERATES WITH FACULTY	Does not cooperate with other staff members	Agrees to cooperate but frequently does not	Cooperates consistently with other staff members	Initiates projects with other staff members

2. EXHIBITS OVERALL POSITIVE APPROACH	Exhibits unprofessional attitude	Frequently exhibits an unprofessional attitude	Consistently exhibits a professional attitude	Always exhibits a professional, positive attitude
3. DEMONSTRATES SELF-CONTROL	Frequently loses self control so that others do not know how to respond	Behaves in a manner that reflects badly on HISD	Maintains a controlled manner consistently	Maintains a controlled manner even in crises or stressful situations
4. ENCOURAGES STUDENTS TO BE SELF-DISCIPLINED	Does not set appropriate standards; students behave as they desire	Does not enforce appropriate standards; students do not know what is expected	Sets, communicates, and enforces appropriate standards and encourages self-discipline	Positively reinforces good behaviors and sets appropriate standards so that students do what is expected
5. PROMOTES POSITIVE SELF-IMAGE IN STUDENTS	Interacts with students in a manner so that students display embarrassment, shame, or negative responses	Reinforces inconsistently	Consistently reinforces students so that students feel good about themselves	Reinforces students so that students feel good about themselves and develop more self-confidence
6. TREATS STUDENTS IN A CONSISTENT AND EMPATHETIC MANNER	Rarely treats students in a consistent or empathetic manner	Sometimes treats students in a consistent and empathetic manner	Treats students in a consistent and empathetic manner	Always treats students in a consistent and empathetic manner so that students feel free to approach the teacher
7. ASSUMES RESPONSIBILITY FOR OVERALL DISCIPLINE	Rarely disciplines students	Inconsistently disciplines students	Consistently disciplines students	Disciplines students effectively by initiating preventive measures
8. PRACTICES GOOD HUMAN RELATIONS	Does not recognize the needs and concerns of others; actions and remarks contribute negatively to situations	Recognizes the needs and concerns of others but deals with others in a tactless, ineffective manner	Perceives the needs and concerns of others and tactfully deals with people	Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations
9. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Consistently arrives on time	Always arrives on time
10. DEMONSTRATES CONCERN FOR SAFETY AND SECURITY OF STUDENTS	Rarely follows safety and security rules	Inconsistently follows safety and security rules	Consistently follows safety and security rules	Follows safety rules; plans for and takes the initiative to ensure students' security

E. CREATES APPROPRIATE LEARNING ENVIRONMENT

	1	2	3	4
1. MAINTAINS GOOD HOUSEKEEPING PROCEDURES IN CLASSROOM	Room is messy and cluttered; trash is on the floor	Sometimes room is messy and cluttered	Room is clean and neat; floor is uncluttered	Room is neat and clean; floor is uncluttered; students follow procedures to keep a neat classroom
2. MAINTAINS APPROPRIATE BOARDS	Bulletin boards, centers, and displays rarely used	Bulletin boards, centers, and displays are incomplete and inappropriate	Bulletin boards, centers, and displays are attractive and timely	Bulletin boards centers, and displays are attractive, timely, and creative
3. MAINTAINS ORDERLY BOOK SHELVES AND STORAGE AREAS	Maintains messy shelves and storage areas; items are out of order so that no one can find materials	Maintains messy shelves and storage areas	Shelves and storage areas are neat and orderly	Shelves and storage areas are neat and orderly, so that anyone can find necessary materials.

III STUDENT ACADEMIC GROWTH

	1 CONTINUES TO FALL BELOW STANDARDS	2 FALLS BELOW STANDARDS	3 MEETS STANDARDS	4 EXCEEDS STANDARDS
1. PROMOTES STUDENTS' ACADEMIC ACHIEVEMENT	Student growth for class continues to fall below accreditation achievement objective	Student growth for class does not meet accreditation achievement objective	Student growth for class meets accreditation achievement objective	Student growth for class exceeds accreditation achievement objective

Growth Improvement Plan

Growth Improvement Plans (Appendix D) are to be developed by the assessor(s) prior to or during the Summary Conference to address proficiency indicators in which a teacher received a rating of "1" or "2." Steps for development of the Growth Improvement Plan:

1. The assessment team identifies all "1" and "2" ratings on the indicators on Classroom Observation and Management/Professional Characteristics Instruments.

2. The indicators on which a "1" or "2" rating was given are listed and the rating justified on the Justification Form.

3. The proficiency indicator number and a specific objective are listed on the Growth Improvement Plan.

4. Using the *Resource Manual for TQAP*, the asessor(s) determine specific actions to be taken by the assessee. For example, if the assessee received a "1" rating on I.A.2. - Focus - the objective would be that the teacher will properly use "focus" in all lessons. The actions could be the teacher will read M. Hunter's *Mastery Teaching*, pages 27-28, and 92-95; view videotapes on focus; or videotape and critique her/his own lesson. The principal is responsible for making arrangements for videotaping and may do so by calling Employee Development.

5. The assessor(s) determine the Evidence of Achievement. For example: the Evidence of Achievement would be "classroom observations will indicate the teacher properly uses focus."

6. The assessor(s) determine the start and finish dates. For example: Start date: November 16, 19__; finish date: February 10, 19__

7. The assessor(s) complete the basic data and name the monitor for the Growth Improvement Plan.

8. Justification Form and Growth Improvement Plan, Management/Professional Characteristics Instruments are attached at the Summary Conference and copies given to the teacher.

If videotaping is used as a specific action to be taken by the assessee, the principal is to make arrangements for the videotaping. The taping session should be a minimum of one hour/class period. At least one assessor should critique the videotaped lesson with the teacher. Videotaping can provide the teacher with an opportunity to see him/herself as the assessment team does.

Deficiencies identified on the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academic Skills Test and the HISD Content Area Examination must be corrected by the employee. The Employee Development Department will offer a *Proficiency Certification Resource Manual* from which Growth Improvement Plans will be developed for correcting the deficiencies identified from the exams. The *Proficiency Certification Resource Manual* will include a listing of books, software computer programs, and Employee Development courses specifically related to the skills tested.

The employee will be responsible for registering to take the examinations and any courses needed or desired. Information about registration for the tests and courses will be available at each campus.

Professional Refinement Plan

Professional Refinement Plans may be written for teachers/peer group members who have ratings of "3" or above. This plan provides for the continuous growth of professionals. A Professional Refinement Plan is developed jointly by the assessor(s) and the teacher; it does not require monitoring. Completion of the activities listed on a Professional Refinement Plan does not automatically guarantee that a teacher's rating will move from a "3" to a "4." Ratings are given as a result of demonstrated skills through observations or a review of work products.

SUMMARY CONFERENCE PROCEDURES

The assessment team meets with the teacher in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review all information collected during the assessment process.

With advance notification, the teacher is expected to extend his/her school day to attend this conference, if necessary.

The Principal is to prepare a Memorandum of Record of the Summary Conference if the teacher is given a Growth Improvement Plan; otherwise, comments on the Summary Assessment Record are adequate.

Although the teacher is required to sign the Summary Assessment Record, such signature indicates receipt of the document and does not imply agreement with its contents.

If a teacher receives a rating of "1" or "2" on any of the ten proficiencies on the Summary Assessment Record, a Growth Improvement Plan is presented to the teacher or will be developed during the conference. A Growth Improvement Plan may also be developed for any "1" or "2" on the Classroom Observation Instrument and Management/Professional Characteristics Instrument.

The principal is responsible for distributing the Post-Summary Assessment Record to the proper people

POST-ASSESSMENT OUTCOMES

Third-year and other probationary teachers and teachers on a Growth Improvement Plan. These teachers will be post-assessed by February 15. Each component of the Assessment Record is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A Summary Conference is held, at which time one of four actions may be recommended.

1. If the probationary teacher's performance is rated as professionally competent (rating of "3") on the ten proficiencies, the teacher is recommended for the appropriate contract.

2. If the continuing contract teacher's assessment indicates a professionally competent level of proficiency (rating of "3") and completion of the Growth Improvement Plan, the teacher continues in employment with the appropriate contract.

3. If a teacher's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, (a rating of "3") the teacher will be notified prior to April 1 that he or she will be returned to a probationary contract for the next school year. A new Growth Improvement Plan will be written, and the teacher will be pre- and post-assessed the next school year.

4. If a teacher's assessment indicates that no improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the teacher will be notified prior to April 1 that a recommendation for termination will be made.

Teachers not on a Growth Improvement Plan or not third-year or other probation status, i.e., first, second-year, continuing contract, new-to-the-building teachers may be post-assessed by February 15 or May 15. A Summary Conference will be held between the teacher and the assessment team at which time one of the two following actions may be taken:

1. If the teacher's assessment indicates an acceptable level of proficiency, the teacher continues in employment with the appropriate contract.

2. If the teacher's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher will be pre- and post-assessed the next school year.

Third Party Input

In order to have maximum effectiveness, administrators and all other professional educational personnel must be sensitive to and continually aware of both the general needs of the community and the specific needs of individuals. Input from persons within the community should be considered, weighed, and evaluated as to validity. All third party input *must be in writing*. A parent or legal guardian must sign if the initiating party is under 18 years of age.

All persons who are the subjects of third party input shall, upon receipt of the written document, be allowed to defend immediately the point in question. If there is a discrepancy in the third party's story, the principal should interview any witnesses and attempt to determine what occurred. It may be desirable for the principal to meet with the complainant in an informal conference to determine what actually happened. A conference with the teacher, the principal, and the third party shall be a requisite to final verification.

In many cases, it will not be possible for all parties to have agreement concerning what happened, so the principal then must act as a judge and make a ruling. If agreement can eventually be reached or if the principal has enough facts to make factual determination, a specific incident memorandum must be prepared. Such a memorandum would explain the findings made by the principal and the reasons for those findings. Specific directives or suggestions to the teacher might also be included in the memorandum, if appropriate. The teacher should be informed of the results immediately.

If the complaint is disproved, all related information must be removed from the file. If, after the investigation, the complaint is found to be true but the third party will not agree to appear as a witness, other independent evidence must be available to establish the relevant facts at a hearing; otherwise, actions adverse to the employee should not be taken.

Third party input which is determined to be valid may be used as a part of the assessment process and becomes a part of the assessment file. If such input is to be used in determining the assessment rating of a given teacher, it must be properly verified, recorded, and signed and not accepted as hearsay evidence.

Since it is essential that such input go initially to the principal, every effort must be made to assure that this approach is followed whenever possible through the establishment and enforcement of formal procedures to cover such situations.

STEPS IN THE QUALITY ASSURANCE PROGRAM

Step I ***Faculty Review by the Tri-dimensional Team.*** By September 15, the tri-dimensional assessment team (principal, instructional supervisor, and area associate/deputy superintendent) will review the status of all teachers at each school to determine by consensus those teachers to be assessed and which members of the tri-dimensional team will assess which teachers. Each teacher must be assessed by a campus administrator and possibly one or two area administrators. In addition to this initial identification of teachers to be assessed, any team member may identify teachers who need to be assessed at any time during the school year. Such teachers will be assessed upon consensus by the tri-dimensional team.

Step II ***Overview of Assessment Process.*** By September 15 of each school year, the principal will meet with teachers to

- review major responsibilities of the teacher;
- orient teachers/peer group members on the instructional frameworks and the assessment instruments;
- discuss assessment process time schedule; and,
- distribute TQAP Teacher Handbooks.

Step III ***Notification of Assessment.*** The principal will notify those individuals who are to be assessed by September 15, on the Assessment Notification Memorandum, (Appendix F). Assessees are to sign the Notification Memorandum. Teachers added to the Assessment Cycle during the school year must be notified on the Assessment Notification Memorandum five days prior to beginning the formal assessment process (classroom observations and conferences).

Step IV ***Classroom Observations.*** All teachers/peer group members will be assessed on the instrument indicated for the group to which they belong. At least three 30-minute visits to the teacher's classroom are to be made by the bi- or tri-dimensional team to complete the Classroom Observation Instrument. The visits may be conducted individually or as a group. The number of classroom observation visits, the length of the visits, and whether the assessors observe together or independently, will vary with the situation. However, in no instance shall fewer than three observations be made. If the assessment is tri-dimensional, each team member must make at least one 30-minute observation.

Four instructional proficiencies will be observed in the teacher's classroom using specific indicators for the instructional proficiencies on the Classroom Observation Instrument. These instructional proficiencies include

- effectively uses instructional time;
- motivates students successfully;
- increases productive student behavior; and
- demonstrates proficiency in subject area and written/oral language.

If, after the initial observation of a second, third-year probationary or continuing contract teacher, *a major deficiency is identified* by the Principal, Assistant Principal or the Instructional Supervisor, the Associate or Deputy Superintendent must become a part of the assessment process. That is, the bi-dimensional team becomes a tri-dimensional team.

When there are not enough working hours in the school days for observations and conferences to be completed by November 15, the Instructional Supervisor may be given approval by the Area Deputy Superintendent to extend his/her completion of pre-assessment beyond November 15.

Step V ***Conference***

Each observer will have a conference with the teacher within five (5) working school days after the observation.

With advance notification, the teacher is expected to extend his/her school day to attend this conference, if necessary.

If a tri-/bi-dimensional observation occurred and no agreement could be reached by the assessment team, the assessors will revisit the teacher's classroom to make additional observations.

During the conference, the assessor is to obtain additional information about the lesson observed and share with the teacher his/her perceptions of the lesson observed. The teacher is to provide any documentation needed to verify questions about the lesson, i.e., lesson plans, student workbooks, assignment sheets, etc.

Step VI ***Rating of Classroom Observation Instrument***

The assessor rates the indicators *after* the conference based on the observation and conference information. The principal has the responsibility to obtain the teacher's signature and to distribute the pink copy to the teacher, white copy to the Instructional Supervisor, goldenrod copy to the Associate Superintendent, and yellow to the Principal.

Step VII ***Assessment Team Rating of the Summary Assessment Record.*** After each of the three assessors has observed and conferred with the teacher, the assessors will meet to discuss their initial ratings from the observations. Since they have observed a wide variety of teaching techniques, their ratings may differ. The assessors should not necessarily average their initial ratings; rather, they should use their judgment to come to consensus for a rating on each of the five major categories of instructional Proficiencies on the Summary Assessment Record. Any initial rating of a "1" or "2" on the classroom observation instrument may influence the summary rating to be a "1" or "2." Improvement of instruction during the observation period may also influence the summary rating.

After members of the assessment team have come to a consensus on the ratings for Instructional Proficiencies, they will discuss the Management and Professional Characteristics Proficiencies. To assess these proficiencies, they may review any materials provided by the teacher (such as grade book, discipline cards, students' work, lesson plans, and any other materials supplied by the teacher and principal). The assessors will then come to a consensus on a rating for each of the five major proficiencies on the Management and Professional Characteristics Proficiencies found on the Summary Assessment Record.

To determine the rating for the student performance proficiency, (for all teachers except first-year teachers) students' test scores provided by the principal and teacher will be reviewed. Again, the assessors will come to a consensus for a rating on that category found on the Summary Assessment Record.

To determine an overall rating for a teacher, the assessors will make the following calculations:

1. Add the five (5) ratings for Instructional Proficiencies and then average;

2. Add the five (5) ratings for Management/Professional Characteristics and then average;

3. Record the Student Performance rating.

4. To weight the ratings, multiply the averaged Instructional Proficiencies rating by two. Multiply the averaged Management/Professional Characteristics Proficiencies rating by one. Multiply the Student Performance rating by two.

5. Total the weighted ratings and divide by five to derive the total Summary Assessment rating. If student performance records are not available, the total weighted ratings are to be divided by 3. (See example Appendix G). Place rating on page 2 in the Section III - Summary Conference Verification.

Step VIII ***Development of the Growth Improvement Plan.*** The tri-dimensional team will develop a Growth Improvement Plan or Professional Refinement Plan either prior to, during or after the Summary Conference. The team identifies all "1" and "2" ratings on the Classroom Observation Instrument, and Management/Personal Characteristics Instrument, justifies the ratings on the Justification Form, indicates objectives, actions to be taken by the assessee, and start and finish dates on the Growth Improvement Plan.

Copies of the Growth Improvement Plan or Professional Refinement Plan and Justification Form are stapled to the Summary Assessment Record as a reference for the assessment team. Copies are to be given to the teacher for use in planning and implementing.

Development of a Professional Refinement Plan. If a teacher is rated "3" or above on all proficiencies and characteristics, the assessors and the teacher/peer group member may together develop a Professional Refinement Plan to provide continued professional growth opportunities. Such a plan does not require monitoring.

Step IX ***Summary Conference.*** The assessment team meets with the teacher in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review the assessment information collected during the assessment process.

If there are no deficiencies (ratings below a "3") identified by the assessment team, and no Growth Improvement Plan, the Summary Conference may be conducted by the principal without the other assessment team members. In this instance, if there are no deficiencies, the signatures of the other assessment team members may be obtained later. The teacher and principal sign the Summary Assessment Record at the Summary Conference.

With advance notification, the teacher is expected to extend his/her school day to attend this conference, if necessary.

A memorandum of record (Appendix H) will be made of the Summary Conference by the principal when a teacher is on a Growth Plan; otherwise, notes of the Summary Conference may be made on the Summary Assessment Record under Section III: Summary Conference Verification.

Step X ***Monitoring the Growth Improvement Plan.*** The plan may be monitoried by the Principal, Assistant Principal, Instructional Supervisor, or Associate/Deputy Superintendent. Completion of Growth Improvement activities does not automatically mean that a teacher has reached proficiency and does not move a teacher's rating from a "1" or "2" to a "3." The rating can change during the next assessment period only if classroom observations and other documentation verify that such behaviors have occurred and proficiency has been obtained.

Step XI ***Post-Assessment for Third-Year and Other Probationary Teachers and Teachers on a Growth Improvement Plan.*** Teachers who may require a change in contractual status must be post-assessed by February 15. Each component of the assessment instrument is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A second Summary Conference is held, at which time one of four actions may be recommended.

1. If the teacher's performance is rated as professionally competent (rating of "3") on the eleven proficiencies, the teacher is continued in employment with the appropriate contract.

2. If the teacher's assessment indicates an acceptable level of proficiency and completion on the Growth Improvement Plan, the teacher continues in employment on the appropriate contract.

3. If a teacher's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, the teacher may be notified prior to April 1 that he or she may be returned to a probationary contract for the next school year. The Growth Improvement Plan will be updated and continued, and the teacher will be pre- and post-assessed the next school year.

4. If a teacher's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency has not been reached, the teacher will be notified prior to April 1 that a recommendation for termination or a return to probationary status may be made.

Step XII ***Post-Assessment for All Other Teachers.*** Teachers will be post-assessed using the same process in the pre-assessment cycle. A Summary Conference between the teacher and assessment team will be held, at which time one of two actions may be taken.

1. If the teacher's assessment indicates an acceptable level of proficiency, the teacher continues in employment with the appropriate contract.

2. If the teacher's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the teacher will be pre- and post-assessed the next school year.

NOTE: The list of actions in Steps XI and XII relates only to proficiencies, and is not intended to be a limitation on recommendations for termination or change of contract status for the reasons listed in Chapter 13 of the *Texas Education Code*.

APPENDICES

APPENDIX A
QUALITY ASSURANCE PROGRAM — TEACHER ASSESSMENT
SUMMARY ASSESSMENT RECORD

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF TEACHER _____ SOCIAL SECURITY NO. _____

GRADE/ASSIGNMENT _____ CAMPUS _____

YEARS IN EDUCATION _____ YEARS AT PRESENT CAMPUS _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

		Pre	Post
I.	Observed Instructional Proficiencies		
A.	Uses Instructional Time Effectively	1 2 3 4	1 2 3 4
B.	Motivates Students Successfully	1 2 3 4	1 2 3 4
C.	Increases Productive Student Behavior	1 2 3 4	1 2 3 4
D.	Demonstrates Proficiency in Subject Area	1 2 3 4	1 2 3 4
E.	Demonstrates Proficiencies in Written/Oral Language	1 2 3 4	1 2 3 4
II.	Management System and Professional Characteristics		
A.	Demonstrates Adherence to Established Timelines and Procedures	1 2 3 4	1 2 3 4
B.	Conducts Student Assessment	1 2 3 4	1 2 3 4
C.	Encourages Parent Involvement	1 2 3 4	1 2 3 4
D.	Demonstrates Positive Interpersonal Relationships with Staff and Students	1 2 3 4	1 2 3 4
E.	Creates Appropriate Learning Environment	1 2 3 4	1 2 3 4
III.	Student Performance		
	Promotes Student Academic Growth	1 2 3 4	1 2 3 4

IV. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY TEACHER _____

_____

_____

_____

*Teacher Date

_____

Principal/Assistant Principal Date

_____

Instructional Supervisor Date

_____

Area Associate/Deputy Supt. Date

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY TEACHER _____

_____

_____

_____

*Teacher Date

_____

Principal/Assistant Principal Date

_____

Instructional Supervisor Date

_____

Area Associate/Deputy Supt. Date

*Signature indicates receipt of assessment instrument.

APPENDIX B
CLASSROOM OBSERVATION INSTRUMENT

NAME _____ SCHOOL _____

Grade/Subject _____ Lesson Plan Available: Yes _____ No _____

No. Pupils Present _____ Observer _____ Time In _____ Time Out _____

Pre _____ Post _____ Assessment Date _____

N/O = Not Observed N/A = Not Appropriate

I. OBSERVED INSTRUCTIONAL PROFICIENCIES

A. Uses Instructional Time Effectively

1. Follows prepared lesson plans based on HISD curriculum and objectives	N/O	N/A	1	2	3	4
2. Focuses the students' attention at the beginning of the lesson (focus or set) - starts lesson immediately	N/O	N/A	1	2	3	4
3. Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose)	N/O	N/A	1	2	3	4
4. Relates all information to the stated objective/s (Instructional input)	N/O	N/A	1	2	3	4
5. Uses models or illustrates what students are to learn (modeling)	N/O	N/A	1	2	3	4
6. Checks to find out if the student comprehends the essential information before moving to something new in the lesson (monitor and adjust)	N/O	N/A	1	2	3	4
7. Allows students to practice the behavior stated in the objective while the teacher is readily available to assist (guided practice)	N/O	N/A	1	2	3	4

B. Motivates Students Successfully

1. Relates learning activities to student interests (interest)	N/O	N/A	1	2	3	4
2. Offers varied learning activities (interest)	N/O	N/A	1	2	3	4
3. Makes involvement a part of the learning process	N/O	N/A	1	2	3	4
4. Increases or decreases student level of concern appropriately (level of concern)	N/O	N/A	1	2	3	4
5. Uses pleasant feeling tone	N/O	N/A	1	2	3	4
6. Provides consistent and immediate feedback to students (knowledge of results)	N/O	N/A	1	2	3	4
7. Sets the tasks at the correct level of difficulty (success)	N/O	N/A	1	2	3	4
8. Divides assignments into short tasks when the objective presented is difficult to master (success)	N/O	N/A	1	2	3	4
9. Supplies prompts when students need help (success)	N/O	N/A	1	2	3	4

C. Increases Productive Student Behavior

1. Praises students for appropriate classroom behavior	N/O	N/A	1	2	3	4
2. Informs students of their progress	N/O	N/A	1	2	3	4
3. Varies praise words	N/O	N/A	1	2	3	4
4. Negatively reinforces inappropriate behaviors	N/O	N/A	1	2	3	4
5. Follows a negative reinforcer with a positive reinforcer	N/O	N/A	1	2	3	4
6. Ignores behavior that is merely attention-getting	N/O	N/A	1	2	3	4
7. Is specific when reinforcing a behavior	N/O	N/A	1	2	3	4
8. Uses appropriate reinforcement schedule when new behaviors are being learned	N/O	N/A	1	2	3	4

D. Demonstrates Proficiency in Subject Area

1. Demonstrates sound knowledge of subject matter in lesson presentations	N/O	N/A	1	2	3	4
2. Responds knowledgeably to students' questions on the subject matter	N/O	N/A	1	2	3	4

E. Demonstrates Proficiencies in Oral/Written Language

1. Pronounces words correctly	N/O	N/A	1	2	3	4
2. Uses grammatically correct English	N/O	N/A	1	2	3	4
3. Uses rules of spelling, punctuation and grammar in all written materials	N/O	N/A	1	2	3	4

_____ _____

Teacher Date

_____ _____

Observer Date

APPENDIX C

MANAGEMENT AND PROFESSIONAL CHARACTERISTICS INSTRUMENT

NAME _____

SCHOOL _____ GRADE/SUBJECT _____

Pre _____ Post _____ Assessment Date _____

II. MANAGEMENT SYSTEM AND PROFESSIONAL CHARACTERISTICS

	Pre	Post
A. Demonstrates Adherence to Established Timelines and Procedures		
1. Records daily attendance of students and sends to office	1 2 3 4	1 2 3 4
2. Maintains accurate grade book with names and pertinent data	1 2 3 4	1 2 3 4
3. Uses standard English and proper punctuation in all written communications	1 2 3 4	1 2 3 4
4. Completes reports of grades accurately and on time	1 2 3 4	1 2 3 4
5. Completes lesson plans on time; follows District curriculum in lesson plans	1 2 3 4	1 2 3 4
6. Follows building procedures for use of text materials, A.V. equipment, etc.	1 2 3 4	1 2 3 4
7. Complies with building rules, regulations, and directives	1 2 3 4	1 2 3 4
8. Follows District policies and procedures	1 2 3 4	1 2 3 4
9. Meets HISD attendance policy	1 2 3 4	1 2 3 4
B. Conducts Student Assessment		
1. Follows rules for test administration	1 2 3 4	1 2 3 4
2. Designs tests to measure what is taught	1 2 3 4	1 2 3 4
3. Administers tests frequently enough to assess students' progress	1 2 3 4	1 2 3 4
4. Writes tests clearly	1 2 3 4	1 2 3 4
5. Refers students for appropriate alternative education programs (i.e., Special Education, Chapter I, Bilingual, etc.)	1 2 3 4	1 2 3 4
6. Requires optimum performance from each student as indicated by students' work (notebooks, etc.)	1 2 3 4	1 2 3 4
7. Follows HISD curriculum guidelines, as indicated by students' products, notebooks, etc.	1 2 3 4	1 2 3 4
C. Encourages Parent Involvement		
1. Handles contacts with parents in a manner which is consistent with District policies	1 2 3 4	1 2 3 4
2. Maintains confidentiality concerning information about pupils and their families	1 2 3 4	1 2 3 4
3. Meets with parents on scheduled Fail-Safe conferences as well as other needed times	1 2 3 4	1 2 3 4
D. Demonstrates Positive Interpersonal Relationships with Staff and Students		
1. Cooperates with and supports other faculty members	1 2 3 4	1 2 3 4
2. Exhibits overall positive approach	1 2 3 4	1 2 3 4
3. Demonstrates self-control	1 2 3 4	1 2 3 4
4. Encourages students to become self-disciplined	1 2 3 4	1 2 3 4
5. Promotes positive self-image in students	1 2 3 4	1 2 3 4
6. Treats students in a consistent and empathetic manner	1 2 3 4	1 2 3 4

APPENDIX C
MANAGEMENT AND PROFESSIONAL CHARACTERISTICS INSTRUMENT
-2-

Name _____ Pre Post

	Pre	Post
7. Assumes responsibility for assisting with overall discipline of students within the school	1 2 3 4	1 2 3 4
8. Practices good human relations	1 2 3 4	1 2 3 4
9. Is punctual	1 2 3 4	1 2 3 4
10. Demonstrates concern for safety and security of students	1 2 3 4	1 2 3 4
E. Creates Appropriate Learning Environment		
1. Maintains good housekeeping procedures in the classroom	1 2 3 4	1 2 3 4
2. Maintains appropriate bulletin boards and interest centers	1 2 3 4	1 2 3 4
3. Maintains orderly bookshelves and cabinets	1 2 3 4	1 2 3 4
III. STUDENT ACADEMIC GROWTH		
Promotes Students' Academic Achievement, as Indicated by		
1. ITBS/TAP Scores	1 2 3 4	1 2 3 4
2. HMCT Scores	1 2 3 4	1 2 3 4
3. Departmental/grade level exam scores	1 2 3 4	1 2 3 4
4. Other _____	1 2 3 4	1 2 3 4

COMMENTS

_____

_____

_____

JUSTIFICATION FORM

TEACHER _____ ASSESSORS _____ PRE _____

_____ POST _____

_____

STRENGTHS/WEAKNESSES

RATIONALE

GROWTH IMPROVEMENT/PROFESSIONAL REFINEMENT PLAN

NAME OF ASSESSEE _____ DATE _____

NAME OF MONITOR _____ Check one: _____ Pre-Assessment _____ Post-Assessment

Proficiency Indicator Number	Specific Objectives	Specific Actions To Be Taken	Evidence of Achievement	Start	Finish

APPENDIX F

MEMORANDUM

Date:

To: Mr./Mrs. _____

From: Mr./Mrs. _____

Re: Assessment Performance

As stipulated in the Teacher Quality Assurance Program, I am notifying you that you will be assessed during the 198___ - 198___ school year. I reviewed the Teacher Quality Assurance Program and assessment process with you on _____.

If you did not receive a copy of the Teacher Quality Assurance Program or have questions, please notify me in writing.

X _____
Signature of Teacher

APPENDIX G

EXAMPLE: OVERALL RATING OF TEACHER ON THE SUMMARY ASSESSMENT RECORD

The teacher received the following ratings:

Instructional Proficiencies

	A. Uses Instructional Time	3
	B. Motivates Students	4
	C. Productive Behavior	3
	D. Subject Area Proficiency	3
	E. Written/Oral Language Proficiency	3
1.	Add the five ratings and average	16 ÷ 5 = 3.2
	Managerial/Professional Characteristics	
	A. Timelines/Procedures	4
	B. Student Assessment	3
	C. Parent Involvement	4
	D. Interpersonal Relationships	4
	E. Learning Environment	4
2.	Add the five ratings and average	19 ÷ 5 = 3.8
3.	Student Achievement	3
4.	Weight ratings	
	Instructional Proficiencies Average Rating X 2	3.2 X 2 = 6.4
	Managerial/Professional Characteristics Average Rating X 1	3.8 X 1= 3.8
	Student Achievement X 2	3.0 X 1 = 6.0
5.	Total Weighted Rating	16.2
	Divided by 5	16.2 ÷ 5 = 3.24
	Total Summary Assessment Rating	3.24

Place this Summary Assessment Rating in either the Pre-Assessment Rating space or the Post-Assessment Rating Space on the Summary Assessment Record, Section III: Summary Assessment Verification

APPENDIX H

SAMPLE MEMORANDUM OF RECORD
(SPECIFIC DIRECTIVES)

The principal is required to write a Memorandum of Record of the Summary Conference if the teacher/peer group member receives a Growth Improvement Plan. The memorandum must contain

. Full name of the teacher
. Full name of the principal
. Date of the memorandum
. Purpose of memorandum (areas of concern)
. Specific observations
. Dates of observations and strategies for improvement
. References to documentable directions only
. A conclusion
. Teacher's and principal's signatures
. Teacher's response (if desired)

Date: May 5, 1981

To: John Doe

From: The Principal

Re: Conference of May 1, 1983

Over the past two years you and I have discussed your performance as a teacher at Theodore Inskeep Technical School. We have had numerous conferences to discuss incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year, it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind, we had a conference in my office on May 1, 1981, to discuss your performance. At that conference, we discussed the following areas, and I gave you specific directives for improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1979, March 16, 1980, and September 30, 1980. In these conferences you acknowledged that this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was good, the demands of graduate courses do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1979; your failure to discipline students for setting fire to a trash can in your room on January 15, 1980; and your failure to discipline disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1980. We discussed these incidents in detail at your evaluation conference on March 10, 1980. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask students in the hall for passes (January 6, and 25, 1980, and April 1, 16 and 25, 1981), and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed, this is the most serious problem you have as a teacher. On four nine-week periods, you were from one to two days late in getting your grades into my office (October 15, 1979; April 1, 1980; October 17, 1980; and March 30, 1981). After each of these incidents, I conferenced with you, and once again, you blamed your night classes for the delay. I once again explained that the reason was not sufficient. In the latter of these conferenes, April 2, 1981, you acknowledged that you had no daily or test grades for Health Education Period I and only two grades for Health Education period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook, you must have at least six daily grades and two test grades for each nine weeks of reporting period. I specifically directed you to comply with these requirements.

Mr. Doe, the situation is serious. As I told you, I recommend your employment for the 1981-82 school year only because of your assurance that you will correct these deficiencies and follow these directives and school board policies. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. Your pre- and post-assessment ratings will not allow you to be eligible for Second Mile Stipends for this school year. As you and I discussed, I want this to work out so that you will become a successful teacher and so that you can continue to teach here. However, if you fail to follow any of the directives which we discussed at our conference (as outlined in this memorandum), I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than _____(date)_____ so that we can meet and discuss any differences.

/S/ _____
The Principal

I have received a copy of this memorandum.

/S/ _____ _____ (Date)

Appendix I

MANUAL FOR THE CLASSROOM OBSERVATION ASSESSMENT INSTRUMENT

The Houston Independent School District Classroom Observation Instrument consists of a list of skills that a teacher uses while interacting with students. There are many other types of teacher proficiencies that need to be assessed; however, the lack of these interactive skills accounts for most failures of teachers. The proficiencies listed are believed to be relevant to the successful practice of teaching. They are selected from the writings and research of scholars and practitioners in teacher evaluation and research on training.

The scientific study of teaching has made many advancements in the past decade. The proficiencies listed in the observation instrument have been selected from the best professional widsom now available. To define a set of proficiencies that everyone will accept as an adequate definition of proficiency is, of course, impossible. Medley (1982) suggests that the most productive assessments focus on specific, observable behaviors that are discussed openly.

> What is necessary is that we be explicit and public. Once we have done so, we can design programs to train competent teachers; we can construct instruments to measure how competent teachers are, and we can find out whether competent teachers are also effective.

As new advancements in the research on teaching become available, the assessment instrument form will be modified. The proficiencies listed are the ones to be considered and will be our POINTS OF EMPHASIS in the classroom observations of teachers.

EXPECTATIONS

The primary purpose of teacher assessment is the improvement of teaching performance, thereby providing a better education for our students. If this fails, then the secondary purpose of teacher assessment is to separate from employment in the Houston Independent School District those teachers who do not meet the requirements of the schools with respect to professional competence and/or performance. Helping and befriending teachers, on one hand, and performing the evaluation process, on the other, are not necessarily antagonistic.

In the emotional atmosphere that is sometimes generated by the assessment process, many teachers make the assumption that their careers and their reputations are destined to be ruined. Yet in the wake of quality assessment programs, few teachers are terminated. Most teachers, given the necessary assistance, are capable of a good performance, and few need to be terminated. It is encouraging to teachers to regard supervision as a form of coaching. This analogy can help administrators view supervisory work less as an administrative chore, and more as a teaching opportunity. Supervision is done by all administrators, by teachers helping teachers (peer supervision) and by teachers helping themselves (self supervision). Even the best professional athletes have coaches; they also receive assistance from other players; at times they coach themselves. The coaching analogy provides a congenial and non-threatening perspective for this Quality Assurance Program.

To guide the assessment process, four reasonable expectations are listed.

Expectation 1:

Teacher assessment should promote awareness of the strengths and weaknesses of the teacher and provide for growth and improvement.

Any assessment should be constructive; that is, assessment reports must be both diagnostic and prescriptive. These reports must identify weaknesses and strengths so that the former can be corrected and the latter reinforced. Every assessment should emphasize the positive. Even a poor teacher does something correctly. When the assessor emphasizes the teacher's strengths, it is likely that the teacher will continue to use these good techniques and accept the assessor's suggestions for improvement.

When weaknesses are identified, the principal has the responsibility for generating models of alternative, more productive teaching behaviors and for offering specific suggestions for growth and improvement.

Expectation 2:

The use of common vocabulary and criteria help communication between administrator and teacher in the assessment process.

The cornerstone of the classroom evaluation process is communication among the administrators and the teacher. No instructional conference will be successful unless both the teacher and the administrator have a common vocabulary for understanding of the characteristics of effective instruction. For the evaluation to be valid, the teacher and administrators should use the same criteria. These criteria should be supported by current research on teaching. (See the end of this manual for a bibliography listing some current research.)

Expectation 3:

The administrators can identify and recognize quality teaching performance.

It is obvious when the gym floor is not clean, but it takes a knowledgeable administrator to identify quality teaching. Applied research shows that variables affecting student learning are more within the school's control than ever were believed possible. Deliberate application of these variables in daily teaching has demonstrated that teachers can increase learning for almost all students. For example, an expressionless, deadpan teacher who does not motivate students to learn can be trained to be more animated, energetic, and mobile in the classroom. There are many factors which stimulate student learning. These factors can be identified and taught to teachers who need help. To be successful in helping teachers improve, administrators must be able to recognize quality teaching performance.

Expectation 4:

Teachers should not be terminated for poor performance, but for failure to improve.

New teachers or teachers having difficulty will meet regularly with administrators to discuss the progress made between assessment sessions as well as to monitor continuing deficiencies. A well-designed, properly administered teacher assessment system provides for ongoing staff development. The employees of a school district are the district's greatest potential asset. The quality of the employees determines whether the district is successful. The improvement of teaching performance, through staff development programs and supervisory support, is of the highest priority to the Houston Independent School District.

Teachers and administrators will work together to develop specific, written plans for improvement based on teachers identified needs. It is the purpose of the teacher assessment to bring about, on a planned basis, experiences which reinforce strengths and motivate constructive changes in teachers. If these growth plans are developed, expectations are reasonable, and appropriate assistance is provided, administrators will expect teachers to make the necessary improvements. If a teacher fails to make improvements, then the administrators should prepare the necessary documentation to terminate the teacher.

TIME EFFECTIVENESS

The teacher can use the seven elements of the "time effectiveness framework" in an instructional lesson.

Current research shows that students are more attentive in classrooms that are task-oriented and businesslike (Good and Beckerman, 1978; Stallings and Kaskowitz, 1974). Emphasis is placed on the time the students spend engaged in mastering academic skills. Not surprisingly, researchers have found that, up to a point, the more time one spends mastering academic material, the more one learns. Although this sounds perfectly obvious, research shows that in many classrooms, too much time is wasted.

For example, researchers have found that some teachers may allocate a great deal of time for reading instruction, but the students are engaged in learning how to read (reading, reciting, doing worksheets, etc.) for only a small fraction of the allotted time. Several studies have shown that some second and third grade teachers allocate two hours per day for reading instruction, but observations of their classrooms reveal that students spend an average of only 12 to 15 minutes a day in learning how to read! Thus, allocated time, or teachers' intended time for instruction, has been shown not to be the best indicator of effective instruction.

Consequently, for assessment purposes, a more precise measure of time than allocated time, called "time on task," has been instituted in some school systems. This is a measure of how much time students are engaged in the study of a particular subject or skill. Time on task approximates more closely the actual time a student spends on a learning activity. However, it does not reveal whether or not the student successfully learns while engaged in that task. Imagine a student who has great perseverance and spends many hours in class trying to read a history book which is four grade levels above his or her reading ability. Clearly, this mismatch of instructional material and time on task is not conducive to effective, efficient, learning.

Recently, therefore, researchers have arrived at the time effectiveness measurement which supersedes "time on task," the notion of "academic learning time" (ALT). *ALT is the amount of time students actually spend on a learning activity in which they are achieving a high rate of success (90% or better).* ALT takes into account the amount of time spent on productive learning, the appropriateness of the curriculum in relation to students' achievement levels, and accurate measures of success. Researchers found that in more effective schools teachers waste less time in starting and ending instructional activities, and they select curriculum materials at the levels of the students' abilities.

The time effectiveness framework described is closely related to the concepts of direct instruction and "academic learning time" and seems to be most effective in teaching basic skills. Direct instruction refers to academically focused, teacher-directed classrooms using a model like the one shown in Figure 1. Rosenshine (1979) describes direct instruction as:

> ...teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored...and feedback to students is immediate and academically oriented.

In this framework, which is adapted from the work of Hunter and Russell (1977), there are seven observable elements. These seven elements are focus, objective and purpose, instructional input, modeling, monitor and adjust, guided practice, and independent practice.

Focus:

Teachers use the element of anticipatory set when they focus the students' attention at the beginning of a lesson or develop a readiness for the instruction that will follow.

Valuable instructional time can be wasted when students are not focused on the topic the teacher is presenting. Teachers should understand that students are reluctant to forget about the chat they just had in the hall or the fun they just had on the playground. "Changing gears" from what happened to them ten minutes ago to what the teacher would like for them to think about now is a difficult task.

Focus

Focus is a brief transition or preparation activity which occurs during the time that students are physically arriving or switching from the activity just finished to a new activity. Deliberate focus elicits attentive behavior and mental readiness to prepare students for instruction.

The focus activity should last only long enough to prepare students, mentally and physically, to learn the actual lesson, i.e., to accomplish the objective(s) of the lesson during the class period.

Example:

"Students, all eyes on me please. Turn to page 33, in your workbooks."

Example:

The teacher makes a signal (DISTAR - Hand up, palm toward class) and says, "I need your attention."

Example:

"All caterpillars (student group members), turn to page 6, in your reader."

Example:

"May I please have your full attention, class. It's time to begin the lecture. You'll need to take notes."

Example:

"Let's all take a look at the outline here," (pointing toward overhead projector screen). "James, would you please read the item for Section I?"

Objective and Purpose:

Teachers correctly use the element "objective and purpose" when they communicate to the students what it is they will be able to do by the end of the lesson and why that accomplishment is useful.

Once the teacher has some idea of the general goals of a lesson, he/she must decide upon the specific objective(s) to be accomplished by the students by the end of the lesson or a series of lessons. It is important that the teacher keep in mind an observable behavior of the students or a product which is a consequence of learning. These expectations for students' achievements should be stated clearly to the students so that they will know what they will be able to do by the end of the lesson and why that accomplishment is important and useful.

When students understand why instruction is relevant to their own concerns and goals, they are more likely to master the objective(s). The teacher should explain or make obvious to the students why and in what ways learning the objective(s) will benefit them. They should relate the value of the subject matter to the particular needs and interests of the students.

Example:

"This lesson will teach you color words. We are learning color words to improve your reading and language skills."

Example:

"Students, today I want to show you how to prepare to write an essay. First, we'll do some brainstorming on topics together, and I'll write your ideas on the board. Then, you can brainstorm with a partner to get more ideas. Both of you should take notes. This kind of preparation is useful whenever you have to write something—whether it's an essay for your class, or a report on the job."

Example:

"Here, class, is the format I want you to use for book reports." (Teacher passes dittoed pages to class.) "I will review the requirements for a book report with you. You may ask questions if you need clarification. By the end of the period, you will understand the elements to include in your book report and be able to write a report on the book you finished last week."

Example:

"Today, you will learn to distinguish and produce the initial consonant (K). After learning to hear and make the (K) sound, you will be able to read the new word in our story today."

Instructional Input

Teachers use precise instructional input if whatever they do, give, or say to the students is related to the stated objective.

Once a teacher has determined the instructional objectives for the class, he/she is faced with the problem of planning activities to achieve these objectives.

The instructional input always relates to the objective.

Example:

Objective: The students will learn addition facts 1-5.

DO — Use materials that are related to addition facts 1-5.

DON'T — Introduce division or multiplication.

DON'T — Work with addition facts beyond 5.

Example:

Objective: The students will recognize and label lobes of the brain.

DO — Use pictures, charts, diagrams, and filmstrips directly related to lobes of the brain.

DON'T — Discuss the reproductive system.

DON'T — Initiate a lesson on bones or muscles.

Modeling:

Teachers correctly use modeling when they use visual input accompanied by the verbal input of labeling.

Being told how to do something does not guarantee that the student will be able to do it. For example, if a basketball coach tells a student how to pass the the ball to another player, it is doubtful that the student could do it correctly without first having the coach show, illustrate, or model the correct form.

When modeling, it is important that visual input be accompanied by the verbal input of labeling.

Example:

The teacher needs to show the students an example of a complete sentence before expecting them to write a complete sentence. While writing the sentence on the board, the teacher can explain how every word functions in the sentence.

Example:

Label the lobes of the brain.

The teacher points to the lobes of the replica of the brain or to the picture of the brain and says the names for each.

The teacher, using a student as an example or model, points to the lobes of the students' brain and names them at the same time.

Example:

Writing Capital C (cursive)

The teacher, using an overhead projector, or chalkboard, models how to write a cursive capital C.

Example:

Simple addition facts 1-3.

The teacher *demonstrates and explains* steps in simple addition, using sticks, pencils, fingers, or writing the steps on the chalkboard as the teacher talks.

Example:

Dissecting a Frog

The teacher *demonstrates* actual dissection of a frog and explains the procedure as he/she progresses.

Monitor and Adjust:

Teachers correctly monitor student performance and make the necessary adjustments when they check to find out if the students possess the essential information before moving to something new in the lesson.

During the classroom instruction, teachers have the opportunity to stop and monitor to check for student understanding. Teachers should not go on to new learning until they are certain that the students possess the essential information. This can be accomplished by observing the students'

performances to make certain that they exhibit the skills necessary to achieve the instructional objective. Post tests can be given, or students can be asked questions individually. Sometimes a game can be played and the teacher can observe which students participate and which ones do not, also accomplishing monitoring.

Example:

Objective: The students will read a short paragraph orally.

Monitor: The students will recognize the (A) sound in words.

Monitor: The vowel in cat is (A)

if yes — Thumbs up
if no — Thumbs down

Objective: The students will learn addition facts 1-5.

Monitor: 2 + 2 =
The students use flash cards to show answer 4.

Objective: The students will read a short sentence from the chalkboard.

Monitor: Row one, read the sentence from the board (teacher listens).

The teacher adjusts when necessary. For example, five out of six children on row one could not read the sentence from the chalkboard. The teacher reads the sentence for the children.

Adjustment — The teacher gives additional instructional input by using flash cards for word recognition.

Guided Practice

Teachers correctly give guided practice to students when they allow students to practice the behavior implied in the objective while the teacher is readily available to assist.

Once a teacher has given the lesson and modeled the appropriate behavior, the students should be given opportunities to practice the behavior stated in the instructional objective. The initial practice given must be guided by the teacher; therefore, the teacher must be readily available to assist the students. If a student makes an incorrect response, the teacher is immediately available to correct the response and encourage the student to try again.

Example 1:

Objective: The students will recognize and label all southern states of America on a map.

The teacher provides dittoed sheet of the southern states and asks students to label the states.

The teacher walks around the class observing, answering questions, pointing out mistakes, and encouraging students in their efforts.

Example 2:

Objective: The students will name the bones of the foot.

The teacher allows students to name the bones of the foot individually. The teacher assists and guides as needed.

Example 3:

Objective: The students will write the days of the week, in Spanish and English.

The teacher observes as students attempt the task. The teacher makes suggestions, points out mistakes, and offers encouragement.

Independent Practice

Teachers give students opportunities to practice the new learning with minimal teacher supervision.

After guided practice, when the teacher is certain that the students can perform the desired behavior stated in the objective without major errors or confusion, the students are ready to develop competency through independent practice with minimal teacher supervision. Once something has been learned, students must continue to practice this new knowledge if retention is to be ensured.

Examples:

1. Label all southern states on the map.
2. Match color words with colors.
3. Copy and complete addition facts 1-5.
4. Name the bones of the foot.
5. Label the lobes of the brain.
6. Write an essay.
7. Diagram the following sentences.
8. Underline all words beginning with the (K) sound.
9. Write a book report.

STUDENT MOTIVATION

Teachers can use the five elements of the "motivation framework" in an instructional lesson.

Many students fail to achieve significantly because they lack sufficient motivation to learn. Our most carefully developed criteria and our most up-to-date teaching methods are not enough to ensure that learning will occur when students lack incentives to learn.

How can teachers motivate students? Many student discipline and student learning problems relate to the inability of the classroom teacher to motivate students. There are at least five basic, observable motivation generalizations which have been identified by both Hunter (1967) and Wlodkowski (1978) which teachers need to consider in helping to motivate students. The five motivation principles are interest, level of concern, feeling tone, knowledge of results, and success.

Interest

Teachers correctly use the principle of interest:

(1) if they find out what students' interests are and relate learning activities to them (meaningful);
(2) if they change the style of learning activities (novel and variety);
(3) if they make student involvement an essential part of the learning process (involvement).

Students are motivated to do things that interest them. If teachers can broaden students' interests, the students' motivation will increase. Students are more interested when they are actively involved in the learning process. Interest is the student's mental and emotional willingness to get involved in the learning process. Teachers can recognize students' interest by being alert to their subcultures, friends, social and play activities, and previous learning experiences. Teachers can increase students' interests by engaging them in goal-setting activities and by expecting them to perform at optimum levels.

Suggestions and Examples for Motivating Students Through Interest

Relating the activity or question to something that the learner is interested in makes the learning activity more meaningful.

Examples:

"Tim, your team scored eight runs in the baseball game. The other team scored three runs. By how many runs did your team win?"

OR

"The diagram of a sentence provides us with a graphic analysis much like the diagram used by the football coach."

Teachers can change the style as well as the content of learning activities to help motivate students. Teachers should do things in a different or novel way by mixing the styles of learning to include paper-and-pencil tasks, board work, concrete materials, and oral problem solving. This can mean varying the presentation process from lecturing to discussion; varying the group configuration from entire class activities to small group work; varying the student behavior from writing to large muscle movement games; and varying the location from anywhere inside the class to anywhere outside of it.

Example:

"Today instead of writing a paragraph describing a character, you are to do a pantomime showing how you think a character would walk, stand and act." The class will divide into two teams to identify the other team's characters.

Teachers can motivate students by making student planning, reactions, involvement, and self-evaluation essential parts of the learning process. The goal is to allow students to become a part of the learning activity. When students are included in all aspects of the learning process, they are participants rather than spectators. They take responsibility for their own performances because they are cooperating with the teacher to meet their own needs and their own goals.

Example:

The teacher can use active investigation methods, such as experiments and puzzles, or can create learning situations where students are active participants through processes such as role playing, discussions, team projects and the construction of models.

Level of Concern

Teachers can effectively motivate students by appropriately increasing or decreasing level of concern.

If students have no concern for their own performances, there is little learning. If the level of concern is too high, the student either gives up or becomes so emotional that this emotion gets in the way of learning or performing. In almost every classroom, there are students who exhibit no concern or too much concern.

Teachers can help motivate students by first identifying students who need their level of concern adjusted and then by employing techniques which either increase or decrease level of concern.

Examples of increasing level of concern for students who are not working hard enough:

"The story must be finished before you are excused for lunch."

"The next problem is difficult. Don't let me catch you...."

"You must complete at least ten problems correctly to pass your examination."

OR

Examples of decreasing level of concern for students who are becoming frustrated:

"Don't worry if you missed some. We're all having trouble."

"If you aren't finished, don't worry. There'll be plenty of time later."

"Work the first problem, and then I will come by to help you with the next one."

Feeling Tone

Teachers can motivate students through pleasant and unpleasant feeling tones.

When students are presented with a new objective to be learned and are at the same time in the presence of positive (pleasant) conditions, their motivation to learn increases. Students' favorite subjects are often associated with excellent teachers who provide positive conditions.

If positive feeling tones do not work for some students, teachers may need to become a little unpleasant. Unpleasant feeling tones will also increase motivation, but to a lesser degree. The teacher should return to a pleasant feeling tone as soon as the learner has performed correctly. Neutral feeling tones do not motivate students.

Teachers exhibit positive feeling tones by conveying a sense of commitment and excitement about what is being taught. They are quick to give and accept praise and encourage student interest.

Example of pleasant feeling tone:

"I am really pleased to be working with a group of students who enjoy history."

Example of unpleasant feeling tone:

"You need to work harder on your own by doing the next page without any more help."

Knowledge of Results

Teachers correctly use the principle of knowledge of results:

1)if they provide consistent and immediate feedback to the students' questions, "How am I doing?"
2)if they use constructive criticism.

Knowing how you're doing is motivating. When working mathematics problems, it is more motivating to students to know right away if they are answering the problems correctly rather than working ten problems and waiting several days to find out if they missed any. According to the principle of knowledge of results, students should be told when their responses are correct or incorrect. This information should be given as quickly as possible. Ideally, the students should know an instant after they make a response whether it is correct or not. Even in dealing with students' responses to oral questions, the teacher should let students know when they are right or wrong.

Teachers correctly use the principle of knowledge of results:

(1) if they provide consistent and immediate feedback to the students' questions, "How am I doing?"

Examples:

When asking the students to work math problems, the teacher could have students write their answers on small chalkboards and hold them up so that the teacher can see their answers. The teacher should let students know immediately if their answers are correct.

OR

For young students, red and green circles on tongue depressors can be used for yes and no answers.

(2) if they use constructive criticism.

Feedback is often criticism. The teacher should emphasize what a student has accomplished, not just what remains to be done.

Example:

"You've almost finished your project. I've noticed that your writing is creative and that the ideas are very imaginative. It seems that you're having some trouble coming up with an ending. Things just aren't fitting together. Would you like to talk about it?"

Success

Teachers correctly use the principle of success:

(1) if they set the task at the correct level of difficulty and have high expectations for students;
(2) if they divide a long assignment into many short tasks;
(3) if they supply prompts when students need help;
(4) if they expect students to succeed.

A learner's motivation increases as his success increases. Every student must be convinced that he/she can be successful. Very few students continue to be motivated in activities when they feel they have little or no opportunity for success.

Sometimes students don't expect to do very well. They sit back and say, "On this I'm not going to succeed." This may be a realistic outlook based on previous experience. These failures happen to students every day. Students are given assignments or tests on which they know they will not be able to do well.

Teachers correctly use the principle of success:

(1) if they set the task at the correct level of difficulty by segmenting instruction into units or increments which allows the student to progress.

Example:

If students are receiving instructions on how to file books by author, the students must already know how to alphabetize if they are to be successful.

(2) if they divide the assignment into many short tasks. This turns a single long-distance task into many more possible, immediate successes.

Example:

Teachers who assign a book to be read within two weeks know that some students will not be able to accomplish this task. Teachers can help these students to be successful by stating, "This looks like a lot to read, but if you read one chapter a day, you'll have it finished in time. I'll check with each of you each day to see how you are doing."

(3) if they supply prompts when students need help. Prompts are questions or suggestions which point the learner toward the correct answer.

Example:

"I'll read a page. You be my teacher and fill in the words when I stop."

(4) if they expect students to succeed. When students perceive that others expect them to succeed, and when the climate, social relationships, and rewards promote this expectation, students are more likely to believe that they can and will succeed.

PRODUCTIVE BEHAVIOR

Teachers can use the four elements of the "productive behavior framework" in an instructional lesson.

We continue to do those things that work out well for us or get us what we want. If we buy a suit that looks and wears well, we will probably buy our next suit from the same store. Whenever an action gets us what we need or desire, "we do it again." The same is true for students.

Students want to feel that they are successful. They will repeat the behaviors that cause successful outcomes. This strengthening of behaviors that accomplishes what we want is called "reinforcement." Knowledge about and use of reinforcement theory contribute to success in teaching (Bloom, 1976; Borich, 1979; Dunkin and Biddle, 1974; and Soar, 1977).

Reinforcement theory is effective in the classroom in two ways: first, it strengthens productive behavior and second, it converts nonproductive behavior into productive behavior. In the productive behavior framework, there are four elements which can be observed—positive reinforcement, negative reinforcement, extinction, and schedule of reinforcement (Figure 3).

Positive Reinforcement

Teachers correctly use positive reinforcement:

(1) if they give praise when students are trying to complete a difficult task;

(2) if they let students know when they are making progress;

(3) if they vary praise—both verbal and non-verbal;

(4) if they are specific when reinforcing a positive behavior.

A *Positive Reinforcer* is anything that is needed or desired by the student. A positive reinforcer will strengthen the behavior it immediately follows and make that behavior more likely to happen again. A positive reinforcer may be praise, approval, special privileges, or a concrete reward. We seldom do things repeatedly which are not rewarding to us. The learner's day-to-day academic learning time has some pay off or reward. To be effective, a positive reinforcer must be needed or desired by students. What may be an effective reinforcer for an elementary school student could have no effect or a negative effect on an adolescent student. A shy, quiet student may not want the attention of the entire class with a positive statement by the teacher; conversely, the confident, outgoing child may respond very favorably to verbal praise.

The teacher often reinforces inappropriate behavior without either making a conscious decision to do so or without realizing it. What happens when students enter class in an orderly manner with the exception of three boys who are rowdy? The teacher singles out the loud boys, thus reinforcing the *nonproductive* behavior, while taking the *productive* (orderly and quiet) behaviors for granted.

There are several rules to remember when the teacher makes the conscious decision to use positive reinforcement.

Suggestions for using positive reinforcement:

1. The reinforcer should be appropriate for the maturity level of the student.
2. Verbal reinforcing statements must be perceived as sincere and real to the student. (Kids know when you are faking!)
3. One phrase should not be overused. Vary statements of praise.
4. The reinforcing statement should be precise in identifying specifically what it is that the student has done that the teacher wants to reinforce.
5. Each part of a new or difficult task needs to be reinforced.
6. Progress, even though the work is not perfect, must be recognized.

Examples of positive reinforcement:

"Mary, you did an excellent job on your composition! Showing attention to details leads to good work!"

OR

"José, the solution you just gave to the algebra problem was correct. Working quietly gets good results!"

Accept the reality that some students require additional positive reinforcers to influence them to behave appropriately. For these students, praise alone will not increase their positive behavior. Some students may need more support than just a smile or a "well done" to influence their behavior. They may need additional support, be it a positive note to their parents, extra free time, or special time with the teacher, etc.

Negative Reinforcement

Teachers correctly use negative reinforcement:

(1) if they negatively reinforce inappropriate behaviors;

(2) if they follow a negative reinforcer with a positive reinforcer as soon as possible;

(3) if they are specific when reinforcing a behavior (use assertive discipline).

Negative Reinforcement is something not needed or desired by students. Students will work to avoid such stimuli. However, they may not replace undesirable behaviors with the productive behavior the teacher has specified *unless* the teacher makes a conscious decision to

(1) suppress the unwanted behavior with extinction or a negative reinforcer;

(2) identify the undesirable behavior to be changed (or try to get the student to do this and suggest solutions);

(3) specify the desirable behavior to replace the one that was suppressed;

(4) positively reinforce the new, desirable behavior.

Remember that a negative reinforcer is something not needed or desired by the student. What may be viewed as negative by the teacher (removal from class) can be viewed as rewarding by the student. ("I finally acted up enough to get out of this miserable class.") In such a case, the student misbehavior may actually increase. It is important to know what is perceived as positive or negative to a given student.

For most students, a simple frown or stopping what you are doing until the appropriate behavior is present is all that it takes. A negative reinforcer lets students know only what they should not do; however, it gives no information as to what they should do. It is essential that the *productive behavior* be taught and reinforced.

Example of Following a Negative Reinforcer with a Positive Reinforcer

A student who uses a loud voice in the classroom should be told that an inside voice is one which only a person or a small group close to you can hear. When the student uses the correct loudness, the teacher should say, "The voice you just used could be heard by those close to you, but did not disturb others in the room."

The Disruptive Student and Assertive Discipline

The teacher must understand that for some students the usual methods of negative reinforcement simply do not work. One approach which has been successful with most students, but particularly with the disruptive student, has been developed by Canter (1976) and is known as assertive discipline. *Assertive discipline* is usually effective with disruptive students.

(1) The teacher must at all times know exactly what he/she wants students to do and clearly communicate these expectations in terms of specific behaviors.

(2) The teacher must set limits and consequences.

(3) The teacher must use positive reinforcement when students perform correctly.

(4) The teacher must follow through with all consequences, as he/she stated they would be

Extinction

Teachers correctly use extinction if they ignore behavior that is merely attention-getting.

Extinction occurs when a teacher makes a conscious decision to ignore an unproductive behavior. For example, Anthony, frustrated over his poor math score, responded by saying under his breath, "I hate this !#* course." At this point, the teacher must first decide if this is a new behavior. If so, then extinction may be the best approach. By not reinforcing Anthony's behavior, the teacher may notice that the behavior disappears and does not resume. The second decision involves the classroom setting. Is Anthony's behavior being reinforced by his classmates (laughing, snickering, etc.)? If so, extinction cannot occur. For extinction to occur, *nothing* must happen when the behavior occurs. If the class reinforces Anthony's behavior, the teacher may still choose to ingore Anthony, *but* extinction cannot be used..

The Disruptive Student and Extinction

The teacher must understand that a chronically disruptive student is not misbehaving for the first time. Extinction usually does not work for a student whose misbehavior is repetitive. Therefore, the teacher should not attempt to use extinction with the chronically disruptive student. Swift, negative reinforcement, (that is, following through with negative consequences that the student expects) is more effective.

Schedule of Reinforcement

Teachers correctly use the schedule of reinforcement:

(1) if they reinforce every time when a new behavior is being learned;
(2) if they reinforce on an intermittent schedule when they are developing "long-lasting learning" in a student.

The *schedule of reinforcement* refers to the conscious decision by the teacher on how often to reinforce the student's productive behavior. The quickest way to strengthen a "new" behavior is to reinforce it each time it occurs, which is known as a *regular schedule* of reinforcement. Once the behavior is occurring at an acceptable level, maintaining it requires an *intermittent schedule* of reinforcement. Students at the elementary level need a longer period of regular reinforcement than secondary students do. *Regardless of the schedule, the teacher must reinforce the behavior immediately after it occurs.* Timing is extremely important if reinforcement theory is to become a successful practice.

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APPENDIX J
GUIDELINES FOR THIRD PARTY INPUT

After consultation with the attorney for the school district, the following points are made in an effort to answer legal and procedural questions which might arise relative to third party input.

The following points should be stressed with regard to third party information.

Concerning the confidentiality of personnel records, it should be noted that under the constraints and protections of the United States Constitution, school personnel should be careful to avoid making public statements, orally or in writing, which will seriously damage another employee's standing and reputation in the community.

Further, personnel records may not be released if the release would constitute an unwarranted invasion of the employee's personal privacy under the Texas Open Records Law, Article 6252-17a. A personnel file is defined in Section 580.000, HISD Board Policies and Administrative Procedures as:

> "...any and all information and/or records relating to offices and employees of the Houston Independent School District, both past and present, when such information and/or records might directly or indirectly disclose the identity of the individual officer or employee to which the information or record relates."

Once completed, the third party information document must not be given to any member of the public regardless of the disposition of the third party input. In addition, this document will be retained in an employee's personnel file only if the complaint has been found to be true.

An example of how the written summary to the third party concerning the action taken can be made is as follows:

> "Your report concerning an incident at ABC Elementary School was investigated, and the matter has been resolved. If you have any questions, please call."

Neither the names of persons nor an evaluation of the third party input should be included in this summary.

The location and custody of an employee's personnel file is a matter of HISD Board Policy and Administrative Procedures. HISD Board Policy and Administrative Procedure, Sections 580.110 and 582.000 appoint the Deputy Superintendent for Personnel as the custodian of personnel records and provide that items in a teacher's file not available to the teacher shall not be used against him or her. Under the proposal in this handbook, the third party contacts which are found to be true and used in the evaluation, must be made a part of the employee's permanent personnel file in the Administration Building. If the third party input is refuted, no information concerning the input would be placed in the employee's personnel file.

The procedure for handling a third party contact also provides that a record of all contacts be retained in the principal's file at the school. The reason a copy of the disposition of the input is included in the building or department files, regardless of whether the input was valid, is to provide the principal or department head with a file on all third party input should a third party inquire about the disposition of his or her input at a later date. Since this is the purpose of maintaining all third party input in the building or department file, consideration will be given to providing a process of the systematic destruction of these materials after they no longer serve that purpose.

RESOURCE MANUAL FOR THE

TEACHER QUALITY ASSURANCE PROGRAM

INSTRUCTIONAL PROFICIENCIES

RESOURCE MANUAL FOR THE TEACHER QUALITY ASSURANCE PROGRAM
INSTRUCTIONAL PROFICIENCIES

NUMBER	PROFICIENCY	RESOURCE	DESCRIPTION	HISD LOCATION
A.	Effectively uses instructional time	"Time Effectiveness Framework" Videotaped by Employee Development Department, Part I and Part II.	Classroom teaching demonstration on the use of the time effectiveness proficiencies	Area Office
		"Elements of Successful Instruction," Part I, 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter's lectures introduce the seven elements: anticipatory set (focus), objective and purpose, input, modeling, checking for understanding (monitor and adjust), guided practice, and independent practice.	Area Office
		"Elements of Successful Instruction," Part II, 16 mm film by Special Purpose Films, Aptos, CA.	Real classroom teachers employ the seven elements to accomplish successful instruction.	Area Office
A.1	Follows prepared lesson plans based on HISD Curriculum and objectives	HISD curriculum bulletins	HISD provides curriculum bulletins containing specific objective for each grade level and subject.	Principal's Office Warehouse
A.2	Focuses the students' attention at the beginning of the lesson (focus or set). Starts lesson immediately.	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 27-28; 93-95.	Explanation of the importance and methods of focusing at the beginning of a lesson	Professional Library Area Offices
A.3	Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 3-7, 29-30.	Explanation of the selection of an objective, the importance of stating the objective, and examples of setting the objective and purpose	Professional Library Area Offices
A.4	What ever the teacher does, gives to the students, or says to students is related to the stated objective (instructional input)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 33-36, 39-42.	Explanation of the selection, organization, and presentation of information; and teaching to both halves of the brain	Professional Library Area Offices
A.5	Uses models or illustrates what students are to learn (modeling)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 45-47.	Explanation of "modeling" and four important characteristics	Professional Library Area Offices
A.6	Checks to find out if the student comprehends the essential information before moving to something new in the lesson (monitor and adjust) behavior implied in the objective while the teacher is readily available to assist (guided practice)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 59-60; 72-75; 99-95. El Segundo, CA: TIP Publications, 1982, pp. 65-68, 71-75.	Explanation of common errors and effective techniques of checking for understanding Critical aspects of practice and four techniques for guiding initial practice	Professional Library Area Offices

B.	Motivates students successfully	"Increasing Students' Motivation to Learn," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures, and real classroom situations demonstrate the six principles of motivation.	Area Offices (to be checked out by principal or area supervisor)
		"Motivation and Reinforcement in the Classroom," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures and uses two annotated lessons to demonstrate the use of the motivation and reinforcement principles.	Area Offices (to be checked out by principal or area supervisor)
		"Motivation Framework," Videotaped by HISD Employee Development Department.	Classroom teaching demonstrating the motivation framework	Area Offices
B.1	Relates learning activities to student interest (s)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 19-21; 51-55; 99-101.	Explanation of the factor, "interest," in the learning task; ways to promote interest and make material meaningful	Professional Library Area Offices
		Hunter, M. Motivation Theory for Teachers, E. Segundo, CA: TIP Publications, 1982, pp. 4-7; 30-43.	Programmed exercises to give practice in using motivational techniques of interest	Professional Library Area Offices
B.2	Offers varied learning activities (interest)	Hunter, M. Motivation Theory for Teachers, E. Segundo, CA: TIP Publications, 1982, pp. 21-23.	Programmed exercises to give practice in using the motivational techniques of interest	Professional Library Area Offices
B.3	Makes involvement a part of the learning process	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 94-95	A method of student involvement in learning activities	Professional Library Area Offices
B.4	Appropriately increases or decreases student level of concern (level of concern)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 11-12, 100-101.	An explanation and examples of "level of concern"	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 7-14.	Programmed exercise to give practice in using the "level of concern"	Professional Library Area Offices

B.5	Uses pleasant feeling tone	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 15; 100-101.	Explanation of "feeling tone" and its use	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 15-20.	Explanation of "feeling tone" and a programmed exercise to give practice in the use of "feeling tone"	Professional Library Area Offices
B.6	Provides consistent and immediate feedback to students (knowledge of results)	Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 21-22; 68; 87-90.	Explanation and examples in use of "knowledge of results"	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 27-29.	Explanation of "knowledge of results" and a programmed exercise to give practice in use of "knowledge of results"	Professional Library Area Offices
B.7	Sets the tasks at the correct level of difficulty (success)	Hunter, M. *Mastery Teaching*, El, Segundo, CA: TIP Publications, pp. 14-15.	Explanation of the importance of "success" for motivation	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 1-2; 24-26.	Explanation of difficulty of task and programmed exercises to give practice in the use of "the difficuty of task"	Professional Library Area Offices
B.8	Divides assignments into short tasks when the objective presented is difficult to master (success)	Hunter, M. *Mastery Teaching*, El, Segundo, CA: TIP Publications, pp. 65-67.	Explanation of how to shorten tasks for success	Professional Library Area Offices
		Hunter, M. *Motivation Theory for Teachers*, El Segundo, CA: TIP Publications, 1982, pp. 24-26.	Programmed exercise to give practice in the use of "success" in motivating	Professional Library Area Offices
B.9	Supplies prompts when students need help (success)			
C.	Increases productive student behavior	"Increasing Productive Student Behavior," 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter teaches the four basic principles of reinforcement theory, discusses their application to increase learning in the classroom and demonstrates the use of these principles in real classroom situations.	Area Offices

		"Motivation and Reinforcement in the Classroom" 16 mm film by Special Purpose Films, Aptos, CA.	Dr. Madeline Hunter lectures and uses two annotated lessons to demonstrate the use of the principles of motivation and reinforcement in the classroom.	Area Offices
		"Productive Behavior Framework," videotaped by HISD Employee Development Department.	Classroom teacher demonstrates the proficiencies in the "productive behavior framework"	Available in October, 1983
C.1	Praises students for appropriate classroom behavior	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 1-7; 27-32; 47-48; 60-69.	Explanation of "positive reinforcement" and programmed exercises to practice the use of praising students for appropriate classroom behavior	Professional Library Area Offices
C.2	Lets students know when they are making progress	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 27-32.	Explanation of the use of positive reinforcement, negative reinforcement, and extinguishing a response	Professional Library Area Offices
C.3	Varies praise words			
C.4	Inappropriate behaviors are negatively reinforced	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 8-14; 21-24; 27-32; 49-52;60-69.	Explanation of negative reinforcement and programmed exercises to practice the use of negative reinforcement	Professional Library Area Offices
C.5	Follows a negative reinforcer with a positive reinforcer as soon as possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 12-17; 27-32; 42-44; 47-50; 54--56; 60-69.	Programmed exercises to practice the use of negative reinforcers and positive reinforcers	Professional Library Area Offices
C.6	Ignores behavior that is merely attention getting, if possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 18-22; 25-32; 47-48; 60-69.	Programmed exercises to practice the use of "extinction"	Professional Library Area Offices
C.7	Is specific when reinforcing a behavior that is merely attention, getting, if possible	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 5-7; 27-32; 39-44; 48-50; 60-69.	Programmed exercises to practice the use of reinforcing a behavior	Professional Library Area Offices
C.8	Uses appropriate reinforcement schedule when new behaviors are being learned	Hunter, M. *Reinforcement Theory for Teachers,* El Segundo, CA: TIP Publications, 1982, pp. 5-7; 33-38; 45-46; 57-59; 60-69.	Programmed exercises to practice the use of reinforcement scheduling	Professional Library Area Offices